Psychology of Personal Adjustment

DSC-M-PSY-244

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Unit 01: Introduction to Psychology of Adjustment / Personal Adjustment

Introduction

Humankind is considered the most evolved creation. In today's world, individuals are increasingly focused on their personalities, values, and societal roles. With advancements in technology, people are more aware of the world around them, including the behaviours and traits of those they interact with. Our environment significantly shapes who we are. Humans are social beings, and interaction is essential; it's hard to imagine a person living in complete isolation. The concept of adjustment is as old as humanity itself. From the beginning of human existence, challenges and difficulties have been present. A primary underlying cause of various problems is often the 'failure to adjust'. When someone struggles to adjust, they can become susceptible to disorders or illnesses. Adjustment is a constant factor in every aspect of life, no matter where one goes.

Adapting to the environment is a fundamental challenge of human life. This has been true from ancient times to the present day. To thrive and find happiness, humans must master the art of environmental adaptation. In our rapidly changing 21st-century society, those who can adjust are more likely to succeed, while those who fail to adapt in various areas of life may face setbacks.

The adjustment challenges of the 21st century are arguably more intense and complex than those of the 20th century. Individuals must navigate and survive within a constantly evolving social system.

(1) Meaning and Nature of Psychology of Adjustment / Personal Adjustment:

Every person, indeed every organism, strives to adapt to their environment – be it physical, social, cultural, or psychological. Life presents numerous situations, both favourable and unfavourable. Individuals attempt to cope with these situations and adjust to the best of their abilities. Adjustment capacity varies from person to person. Some people successfully navigate difficult situations, while others struggle and may experience mental imbalance. This can lead to feelings of depression, stress, and internal conflict, all of which negatively impact mental well-being. An individual who cannot adjust to environmental conditions may become mentally distressed and face failures.

MEANING AND DEFINITION OF ADJUSTMENT:

Adjustment is also referred to as harmony, management, or adaptation. The term "adjustment" implies arranging things well to meet personal needs effectively and minimise mental conflict.

"*Adjustment is the process through which an individual establishes harmony with their environment by modifying their behaviour.*"

"*Adjustment is the process by which a person establishes a balance between their needs and the situations they encounter.*" - **Bearing, Langshield, and Weld**

"*Adjustment is a continuous process in which an individual changes their behaviour in ways they believe will foster a more harmonious relationship between themselves and their environment.*" - **Gates**

"*Adjustment is the satisfaction of one's own needs and the effectiveness of one's efforts to adapt to one's environment.*" - **James Coleman**

"*Adjustment is the process of harmonising an individual and their environment.*" - **Sorensen and Mam**

"*Adjustment refers to the changes that occur within us and in our environment to satisfy our needs, fulfil our desires, and build satisfactory relationships with others.*" - **Eastward Atwater**

"*Adjustment is the process of interaction between ourselves and our environment, where we either adapt to the environment or modify it.*" - **Lehner and Kube**

Humans make two primary types of adjustments in life:

1. Personal Adjustment: Focuses on individual well-being and internal harmony.
2. Social Adjustment: Concerns fitting in and interacting effectively within groups and society.

Interpersonal adjustment is a subset of personal adjustment, specifically focusing on relationships with other individuals.

Social adjustment is the process of integrating and harmonising with a group or society.

MODE OF ADJUSTMENT:

In modern times, adjustment problems are increasingly prevalent. Humans are social beings, connected by family and community ties. However, these very relationships can become strained when needs clash, leading to disharmony. Difficulties in social relationships are a common source of adjustment problems. Individuals constantly interact with their environment to satisfy their needs. As the environment is ever-changing, we must adapt ourselves to maintain adjustment.

The concept of adjustment is borrowed from biology. From the simplest organisms like amoebas to complex animals, all living beings must strive to meet their needs. Therefore, adjustment can be seen as a "relation of necessity." Every moment of adjustment offers new learning experiences, contributing to the ongoing process of life. Adjustment is a two-way process. (Note: There's a distinction between adaptation and adjustment. Adaptation can be a one-way process where one might passively conform to external pressures. In contrast, adjustment ideally involves compromise and mutual modification between the individual and the environment.) A person who effectively adjusts to each situation can navigate life successfully. Success in adjustment helps maintain relationships and guides us in a positive direction.

(2) Process of Adjustment / Factors of Personal Adjustment

Adjustment is a multifaceted process with various interacting elements. It's a continuous learning experience, unfolding moment by moment. Many aspects of our behaviour, often unnoticed, are actually integral parts of the adjustment process. This process can be understood through the following stages:

(A) Motivation: Motivation is rooted in our needs. When a need arises and the motivation to satisfy it is triggered, an individual seeks to adjust to objects or situations that can fulfil that need. Motivation can be categorised into three types:

1. Physiological Motivation: Basic biological needs such as hunger, thirst, sexuality, rest, and sleep.
2. Psychological Motivation: Emotions and internal drives like anger, fear, and love.
3. Social Motivation: Needs related to social interaction and belonging, such as dominance, leadership, acceptance, and empathy.

When these motivations or needs are not met, psychological conflict can arise, disrupting adjustment.

(B) Frustration and Conflict: Not all human desires are easily fulfilled. Many obstacles and struggles must be overcome to satisfy certain needs. Requirements are not always met effortlessly; numerous problems may be encountered. When a need remains unmet, it can lead to mental discomfort and potentially depression.

(C) Variable Behaviour (Adaptive Behaviour): When faced with frustration, individuals exhibit variable or adaptive behaviour. This involves making efforts to reach a specific goal and making necessary changes in behaviour to achieve it. If one approach to reaching a goal fails, a person may try alternative methods to achieve the same objective. This flexibility and adaptability are key to successful adjustment.

(D) Satisfaction: Satisfaction is a desired state in life, though complete and permanent satisfaction is rarely achieved. Humans are beings of needs. However, when a goal is reached or a need is fulfilled, a sense of satisfaction arises. This satisfaction is valuable and can alleviate feelings of depression. Feeling satisfied in one area can enable a person to adjust better in other areas of life and relationships.

(E) Counter-adjusted Behaviour (Maladaptive Behaviour): In some situations, individuals may engage in counter-adjusted or maladaptive behaviour. This is often a form of self-defence that is not grounded in reality and can be detrimental. In this type of behaviour, a person tends to blame others without acknowledging their own role in a situation. They may fail to recognise their own mistakes, hindering their ability to achieve goals or success. This behaviour is counterproductive to healthy adjustment.

(F) Obtaining Readjustment (Re-adaptation): "Readjustment means making renewed efforts to complete what was left incomplete or undone." When we experience failure in a task, it's important to try again and not abandon it. Persistence is key to achieving success. Errors should be identified and corrected. By persevering and making repeated attempts, we can eventually achieve success, which represents a process of readjustment.

(3) Field (Scope) of Psychology of Adjustment / Personal Adjustment:

Adjustment is relevant to all aspects of human life and has a profound impact. Understanding the scope of adjustment in various areas is crucial. The field of adjustment is vast and continuous. Even after achieving adjustment in one or multiple areas, the process must continue throughout life, from birth to death.

(A) Family Adjustment: Family is the first environment a child encounters. Initially, a child's world is primarily their family. Adjustment begins within the family unit. Learning to share, cooperate, and navigate family dynamics are early lessons in adjustment. As the family environment is usually nurturing and protective, the child's initial adjustments are often within a safe and supportive context.

(B) School and College Adjustment: As a child grows, their world expands beyond the family. Entering school marks a significant transition. The child encounters a new environment with new people and expectations. They must learn to adapt to this new world, which is different from the home environment. Adjusting to a larger community outside the family becomes necessary. Unfamiliar situations arise, and the child must learn to navigate them. Feelings of insecurity may emerge during this phase. School introduces concepts like regularity, punctuality, and working in an organised manner. Understanding freedom, discipline, and appropriate behaviour in different settings becomes important. Learning about rewards and punishments and developing a sense of right and wrong are also part of this adjustment.

Moving to college brings further adjustments. Students may face learning anxiety, social pressures, concerns about the future, and navigating new social dynamics. College requires adapting to new norms, systems, and customs. This stage is crucial for developing mature adjustment skills. Seeking support from friends, parents, teachers, mentors, or respected individuals can be beneficial for successful adjustment during this phase. Successful adjustment in school and college lays the foundation for a fulfilling future. Conversely, failure to adjust can lead to negative outcomes like substance abuse or suicidal tendencies. Navigating sexual development also becomes a significant challenge during this period. Adjustment in this phase is not just about situations or education but also about ego development and taking on responsibilities while forming attractions and relationships. Students become more aware of ethical considerations and strive to resolve complex issues. Economically, they begin to prioritise situations and future employment. Thus, they aim to become responsible and contributing members of society. Living arrangements outside of the family, such as shared housing, can also play a role in addressing adjustment issues during this stage.

(C) Vocational / Occupational / Professional Adjustment: Adjustment in the professional sphere is a distinct type of adjustment. After completing education, individuals transition into the professional world to earn a livelihood. This adjustment requires thoughtful, balanced, and planned effort. Life undergoes significant changes upon entering the professional realm, and personality can also evolve. The relative freedom and potential irresponsibility of academic life are not compatible with the demands of employment or business.

In today's competitive job market, securing employment is increasingly challenging. Many questions arise when considering career paths: What kind of job or business aligns with my qualifications? Which location should I choose? What will the work environment be like? What will my colleagues and superiors be like? Sustaining a job or business after obtaining it is also demanding. Learning new skills and adapting to the specific demands of the profession are necessary. Responsible and disciplined behaviour is crucial in the professional setting. Professional satisfaction can be achieved by adjusting to diverse individuals, including colleagues and clients, and adapting to the professional environment. Managing work-related stress and maintaining appropriate behaviour under pressure are also important aspects of professional adjustment. The professional sector is constantly evolving, requiring continuous adaptation to new situations and people. Individuals may face dilemmas, anxieties, and mood fluctuations and must learn to navigate these challenges effectively.

(D) Marital Adjustment: Life can be seen as a series of stages or "camps." As one stage ends, another begins. Similarly, areas of adjustment are interconnected and build upon each other. Marriage marks a significant life transition requiring substantial adjustment. Two individuals from different backgrounds, with different habits and expectations, come together to build a life. Marital adjustment involves navigating differences in opinions, habits, and lifestyles. Understanding and respecting each other's perspectives is crucial. Compromise and mutual adaptation are essential for a harmonious marital relationship. Financial management, household responsibilities, and decisions about family planning are also areas requiring adjustment. Effective communication and conflict resolution skills are vital for successful marital adjustment.

(E) Old-Age Adjustment: Old age is another distinct phase of life requiring significant adjustments. Physical and mental capabilities may decline, and health issues may become more prevalent. Adjusting to changes in physical health, mobility, and energy levels is necessary. Retirement brings changes in routine, social roles, and financial situations. Adjusting to reduced income and finding new sources of purpose and engagement are important. Dealing with loss, including the loss of loved ones and social roles, is a significant aspect of old-age adjustment. Maintaining social connections and finding new ways to stay active and engaged are crucial for well-being in old age. Acceptance of life changes and finding peace and contentment in later years are key aspects of successful old-age adjustment.

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(4) Characteristics of Adjustment:

(1) Adjustment is Variable (Dynamic): Adjustment is not a static state but a continuous and dynamic process of change. Humans must constantly adapt to changing conditions and environments. Rigidity and inflexibility hinder adjustment. Situations and problems are never uniform. New challenges constantly arise, requiring us to modify our behaviour accordingly. This adaptability and variability are fundamental to adjustment.

(2) Adjustment is Interrelated in Different Spheres: Human life is lived within a social context. As we grow and develop, we interact with various spheres of life – family, school, college, profession, and society. These areas are interconnected and influence each other. Adjustment in one area can impact adjustment in others. Therefore, adjustment is not isolated but rather a holistic process that spans across different aspects of life.

(3) Adjustment is Not Surrender (but Harmony): Adjustment is about achieving harmony with the environment, not passively surrendering to it. Forced submission or helplessness is not true adjustment. Adjustment takes into account a person's thoughts, values, and feelings. Ignoring these aspects can lead to maladjustment. True adjustment involves a balance between adapting to the environment and maintaining one's own integrity and well-being.

(4) Adjustment Involves Development and Stability: The process of adjustment encompasses both development and stability. Change is inherent in life, and humans need each other to thrive in society. We cannot achieve goals in isolation. By interacting with the environment and others to fulfil our needs, we maintain stability within society. Simultaneously, as we engage in life and work, we develop and grow. This development is also an aspect of adjustment. As individuals progress through developmental stages, they learn new methods and skills, contributing to their overall adjustment and growth.

(5) Adjustment is a Continuous Process: By nature, as soon as one need is satisfied, another arises. As our needs evolve, so does the process of adjusting to the environment. Adjustment is not a one-time event but an ongoing cycle. Even after successfully adjusting to a situation or person, the process does not end. As individuals and environments change, we must continuously readjust. This continuous nature of adjustment is an inherent part of the human experience.

(6) Adjustment is an Acquired Process (Learned): We constantly learn new things throughout life. This capacity for learning is crucial for adjustment and is developed through education and experience. A person's success or failure in adjustment often depends on their ability to learn and adapt. Effective adjustment is a skill that is acquired and refined over time.

(7) Adjustment is a Two-Way Process: Adjustment involves interaction with both the physical and social environments. Humans create specific situations through interactions with family, groups, society, and the broader environment. All components in this system are interconnected. A change in one component can influence the entire adjustment process. Easy adjustment with all elements leads to a smoother life. Conversely, difficulties in adjustment can increase conflict and create maladjustment.

(8) Adaptation is an Interaction: Human behaviour is often triggered by stimuli in the environment. We react to stimuli in various ways, and this reaction occurs in interactions between people or between people and their environment. Adjustment is also a two-way process involving interaction. In the interaction of adjustment, individuals adapt to the environment, and they may also attempt to modify the environment to better suit their needs. The goal is to harmonise both the individual and the environment. Active participation and interaction are essential for effective adjustment. Living in society necessitates mutual cooperation, making interaction indispensable for adjustment.

(9) Process of Adjustment is Universal: Adjustment problems are a universal aspect of human life. For survival, humans must adjust to their geographical environment and the challenges it presents. Problems arise from the environment, and we use adjustment mechanisms to solve them. Adjustment is a universal process because it is required in every aspect of life, across cultures and contexts.

(10) Adjustment is Necessary for the Satisfaction of Needs: Humans are beings of needs. Needs are the driving force behind adjustment. The manifestation of adjustment is directly linked to our various needs. If we had no needs, there would be no need for adjustment. Adjustment is fundamentally a process aimed at satisfying individual needs.

(11) Adjustment is Not Conformity (but Discernment): There is a distinction between adjustment and mere conformity. Simply adapting to circumstances or situations in every instance is not true adjustment. Sacrificing self-respect or blindly accepting everything others say is not a healthy method of adjustment. Submitting to others' wishes against one's own will or surrendering one's principles is not genuine adjustment. Adjustment is a two-way process that involves discernment and maintaining one's integrity while adapting to the environment.

Characteristics Personal of Adjustment:

(1) Adjustment is an Individual Process: While there are general principles of adjustment, it is fundamentally an individual process. Each person has unique thoughts, preferences, and coping mechanisms. Therefore, the specific techniques and strategies for adjusting to the environment will vary from person to person. Individuals often overcome difficulties using their own skills and understanding to achieve success. The same situation can be approached and adjusted to differently by different individuals.

(2) Individual Differences in Adjustment: While human structure is generally uniform, there is significant variation in human actions and responses. Individual preferences, likes, dislikes, and strengths all contribute to differences in how people adjust. Men and women may adjust differently. Even within the same family environment, individuals may exhibit varying degrees of adjustment. These individual differences highlight the personalised nature of the adjustment process.

(3) Adjustment is Self-Examination: Everyone has limitations. Self-evaluation is crucial in the process of adjustment. Adjustment helps individuals assess their own abilities and strengths. By understanding their own characteristics, both positive and negative, individuals can navigate the adjustment process more effectively. Self-awareness is a key component of successful adjustment.

(4) Personal Adjustment is Emotionally Driven: Emotions play a significant role in personal adjustment. Our feelings, moods, and emotional responses greatly influence how we perceive and react to situations. Understanding and managing our emotions, developing emotional intelligence, and fostering positive emotional states are crucial aspects of personal adjustment. Emotional regulation skills enable individuals to navigate challenges and maintain well-being.

(5) Personal Adjustment is Shaped by Personal History: Each individual's past experiences, upbringing, and personal history profoundly shape their approach to adjustment. Early childhood experiences, significant life events, and learned patterns of behaviour all contribute to an individual's unique adjustment style. Understanding one's personal history can provide valuable insights into current adjustment patterns and areas for personal growth.

(6) Personal Adjustment Involves Coping Mechanisms: Individuals develop various coping mechanisms to deal with stress, challenges, and difficult situations. These coping mechanisms are personal strategies employed to manage emotional distress and maintain equilibrium. Healthy coping mechanisms are essential for effective personal adjustment, while maladaptive coping strategies can hinder well-being and create further problems. Learning and developing adaptive coping skills is a key aspect of personal growth and adjustment.

(7) Personal Adjustment is Goal-Oriented and Value-Based: Personal adjustment is not simply about reacting to the environment; it is also guided by an individual's personal goals and values. What a person aims to achieve in life and what they consider important significantly influences their adjustment process. Personal values provide a framework for decision-making and guide individuals in choosing paths that align with their beliefs and aspirations. Setting meaningful goals and living in accordance with one's values are integral to a fulfilling and well-adjusted life.

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(5) Importance of the Study of Psychology of Adjustment / Personal Adjustment:

Studying the psychology of adjustment is important because it helps us understand human behaviour in the context of life's challenges and changes. It explains how individuals adapt to these changes to achieve a sense of well-being. Here are some key reasons why studying adjustment psychology is important:

Well-being: Psychological adjustment is a major determinant of an individual's overall well-being and quality of life. Understanding adjustment helps us learn how to live more fulfilling and satisfying lives.

Impulsive Resilience (Emotional Resilience): Studying successful adjustment strategies can help build emotional resilience. Resilience is the ability to bounce back from setbacks and challenges. Understanding adjustment processes enhances our capacity to cope with adversity.

Adaptability: Psychological adjustment directly addresses the process of adapting to new circumstances and situations while maintaining stability. In a rapidly changing world, adaptability is a crucial skill for navigating life successfully.

Balance: Adjustment involves finding a balance between our needs and the constraints of our environment, both internal and external. Studying adjustment helps us understand how to achieve this balance and live more harmoniously.

Academic Performance: Adjustment is linked to academic achievement. Research in psychology of adjustment provides insights into how students can adjust to the demands of education, manage time effectively, and overcome academic challenges. These insights can improve academic performance and overall educational experience.

Coping with Challenges: The study of psychological adjustment explores how to overcome the challenges of living in a complex world and interacting with others in society. It provides tools and strategies for coping with and adjusting to these challenges. It helps us understand how to manage mental stress, regulate emotions, and utilise healthy defence mechanisms.

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(6) How We Improve Adjustment? (How to Improve Adjustment):

Humans must continuously strive to adjust themselves to the ever-changing environment and achieve harmony with it. Adjustment is an ongoing process. As Lehner and Kube stated, every living being seeks to relate to its physical environment and satisfy its needs. However, not all needs are met easily, and not all attempts at adjustment are successful. Effective adjustment depends on successful interaction with the environment.

Lehner and Kube have proposed methods for improving adjustment, focusing on enhancing self-awareness, other-awareness, and problem awareness:

(A) Expanding Self-awareness: It's common human tendency to judge others while overlooking our own faults and mistakes. To improve adjustment, we need to cultivate self-knowledge and objectively evaluate our own behaviours and interactions. This involves neutral self-assessment without defensiveness. A significant limitation is often a lack of self-awareness compared to our awareness of others. Freud used the analogy of an iceberg to illustrate human ignorance of the unconscious aspects of the self.

Much anxiety and fear arise from envy and a lack of self-acceptance. People often dwell on the happiness of others and neglect their own well-being. Some degree of self-understanding is essential for healthy adjustment. If individuals develop self-knowledge through neutral assessment of their own traits and shortcomings, much suffering can be avoided. A person who knows their limits and strengths can achieve successful adjustment through well-organised interactions.

PRACTICAL STEPS TO IMPROVE SELF-AWARENESS AND ADJUSTMENT:

- 1. Engage in new and appropriate activities: Adapt to changing circumstances by trying new activities that are relevant to current needs and situations.
- 2. Be prepared for necessary changes: Be flexible and willing to make changes as required by evolving circumstances.
- 3. Develop problem-solving skills: Enhance the ability to identify specific methods for solving problems effectively.
- 4. Utilise effective education: Education plays a crucial role in shaping adjustment processes. Seek out learning opportunities that enhance adjustment skills.
- 5. Learn to accept reality: Acceptance of reality, both positive and negative aspects, is fundamental to adjustment.
- 6. Understand others' perspectives: Developing empathy and understanding the thoughts and feelings of others can lead to better self-understanding and improved adjustment in relationships.

(B) Increase Knowledge about Others (Increase Other Awareness): Increasing knowledge about others means developing "understanding of the feelings of others." After gaining self-knowledge, it's important to extend that understanding to others and avoid becoming self-centred. A well-adjusted person is mindful of the well-being of others and seeks to avoid causing them the same difficulties they themselves have experienced. Improving adjustment involves being sensitive to the needs, expectations, aspirations, desires, likes, dislikes, and feelings of others.

BENEFITS OF INCREASING OTHER-AWARENESS:

- Useful knowledge of others' behaviour: Understanding others' behaviour can be very helpful in building positive relationships and providing mutual support.
- Improved interpersonal interactions: Increased other-awareness facilitates better communication and interaction with others.
- Ability to anticipate behaviour: By understanding others, we can make more informed assumptions about their behaviour and respond appropriately.
- Effective treatment and adjustment of others: Knowing others' strengths and weaknesses allows for more effective and compassionate interaction and adjustment in relationships.
- Improvement of our own behaviour: Understanding others can also lead to self-reflection and improvement in our own behaviour.

(C) Increase Problem Awareness:

A crucial part of improving adjustment is learning to understand problems effectively.

STRATEGIES FOR INCREASING PROBLEM AWARENESS:

- Information gathering and problem-solving: Instead of being overwhelmed by problems, focus on gathering information about them and actively seeking solutions.
- Empathy for others' difficulties: Develop an understanding of the difficulties faced by others and offer support.
- Address complex problems: Be willing to tackle complex problems rather than avoiding them or focusing only on simple issues.
- Mutual problem-solving: Help others solve their problems, treating their difficulties as your own to foster mutual interaction and systematic adjustment.
- Multiple perspectives: Utilise different perspectives to gain a comprehensive understanding of each problem.
- Consistent practice: Establish a well-ordered practice of applying problem-solving and adjustment strategies to maintain good adjustment.
- Avoid condescension: Refrain from looking down on others or their problems.
- Ego aside in difficult situations: In challenging situations, set aside ego and offer help to improve the situation and maintain positive relationships.

By focusing on expanding self-awareness, increasing other-awareness, and enhancing problem awareness, we can significantly improve our adjustment skills and lead more fulfilling lives.

In general, satisfactory adjustment can be defined as a state where an individual is well-adjusted with themselves, with others, and with the world, experiencing happiness, contentment, peace, and joy in life.

Remedies for Adjustment Difficulties:

WHEN ADJUSTMENT DIFFICULTIES ARISE, SEVERAL REMEDIES AND APPROACHES CAN BE HELPFUL:

- 1. Psychotherapy: Therapeutic approaches like Cognitive Behavioural Therapy (CBT), Interpersonal Therapy (IPT), Narrative Therapy, individual counselling, and group therapy can be effective in addressing adjustment disorders.
- 2. Medications: In some cases, medications may be used to manage symptoms associated with adjustment difficulties, such as insomnia, anxiety, and depression.

- 3. Family Therapy: Involving family members in therapy can help resolve relational problems and improve family interactions, contributing to better adjustment.
- 4. Positive Thinking: Cultivating positive thinking can be a powerful tool for navigating stressful situations and improving overall adjustment.
- 5. Preparedness: Developing preparedness to face difficulties, both big and small, is essential. Maintaining readiness to handle stressful situations enhances resilience and adjustment capacity.
- 6. Professional Consultation: Seeking guidance from a doctor, therapist, or counsellor is crucial when facing significant adjustment challenges. Professional help can provide tailored strategies and support for overcoming difficulties.

By utilising these remedies and continuously working on self-improvement, individuals can effectively address adjustment difficulties and enhance their overall well-being.

Unit 02: School Adjustment & Vocational Adjustment

I. School Adjustment

INTRODUCTION

Man must adapt to his physical, psychological, social, and cultural environment. Humans have psychological needs like love and affection, and social needs. Satisfying these needs requires adjusting to the dynamic external world. Adjustment depends on an individual's constitution, environment, and the situation arising from their interaction. Situations are constantly changing. When a child leaves the family and enters school, it marks a significant shift in their world. After the family, school becomes their primary world, requiring them to navigate new changes.

Entering school means leaving behind home rules and learning new behaviours. Regularity, punctuality, behavioural processes, independence, exam anxiety, and fear of punishment are all situations a child must face. A child's mind moves in a new direction, marking the beginning of a new experience.

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1. School as a New Experience

School plays a crucial role in a child's life after home. It is often said, "A child's mind is like a blank slate; what we write on it will shape its form." Besides parents, schools and teachers are essential to nurture the latent strengths of children. When a child transitions from family life to school life, they encounter numerous new experiences.

If a child has heard positive things about school or has specific information about it, they will be readily motivated and prepared to attend. Going to school provides practical experiences and fosters a positive attitude. At school, they will learn to interact well with other students and teachers, experiencing new friendships. A positive school environment makes a child enjoy going to school, and teachers become respected mentors, second only to parents in a child's life.

School is where a child develops self-confidence and resilience. This confidence helps them adjust to the new world and various aspects of school life.

However, if a child lacks a clear image of school, they might feel confused and apprehensive about attending. Parents should prepare their child positively for school. Unfortunately, some parents scare their children with the idea of school, creating a negative perception. This negative image can make a child reluctant and fearful of school. It's important to understand that school is a place for developing a child's potential. When a child experiences good adjustment with teachers, students, and friends at school, it fosters a sense of belonging.

From the beginning, a child's mind should develop a constructive concept of school. Initially, a child might resist school because they realise it's not a place of arbitrary freedom but one with rules to follow. A child who feels restricted might dislike school. They might also fear being made fun of or being punished severely by teachers. Such considerations can discourage a child from wanting to go to school.

It's not just parents who play a role in increasing a child's enthusiasm for school adjustment. Teachers, elders, older siblings, and friends all contribute significantly. If someone at home disrespects school or teachers, other children in the family may also develop disinterest towards school and educators.

Teachers in school have the responsibility to create an environment where children can learn and acquire knowledge independently. They should understand both the strengths and weaknesses of each child and recognise a child's inherent drive. If the school adequately meets a child's needs, the child will undoubtedly be interested in school. It's necessary to explain to children that not everything they receive at home can be expected at school. Discipline is emphasised in school. Upon entering school, a child realises they are part of a larger human society. A teacher should address a child's initial difficulties in school with empathy. Gradually, the child's behaviour will change, and they will begin to adapt to the school environment.

School is where a child's physical, mental, intellectual, emotional, and social development takes place. They start becoming independent. A child is like a blossoming flower, and any obstruction to their growth is detrimental.

Studying with boys and girls in school helps a child understand gender differences and develop the 'concept of difference'. They become aware of their family situation in a broader context. Teachers should promote equality, helping children develop a sense of unity and fairness.

Every child's physical and mental abilities are unique. Parents should not impose unrealistic expectations on their children. It's crucial to consider a child's capacity and avoid comparisons with other children. The child's true potential should be recognised and nurtured.

Keeping a child active can unlock their hidden strengths. It's also important to ensure that no child develops prejudice towards teachers.

School life has a profound psychological impact on a child, leaving lasting impressions throughout their life. A child experiences both positive and negative events in school. Many experiences are satisfying, while some can be depressing. School life is built on harmony between parents, teachers, and classmates. If a supportive environment is provided by both school and family, a child can adjust well to school.

2. Relation between Home and School

Home and school must cooperate for a child's education. From the start of schooling, arrangements like safe routes to school create security for the child. Sometimes, multi-professional collaboration with families is needed for matters concerning a child's well-being and education. A child receives education from both home and school, though their roles differ. Home nurtures a child's inherent abilities, while school offers opportunities to explore fields of interest and develop a unique personality, which is a part of socialisation. At home, a child is not in competition, but at school, they become a competitor.

School prepares children for societal life. It is a specialised institution designed to meet specific social needs. Needs met at home may not necessarily be met in the same way at school. A child's relationships with parents and their emotional responses influence their behaviour at school. For example, overprotective parenting can hinder a child's independence. Such a child might struggle to adjust to school challenges, develop feelings of inferiority, and become alienated in new situations, leading to failure.

A child who feels neglected at home may exhibit changed behaviour at school. They might become aggressive or seek attention at school that they lack at home. This can lead to competition, resentment towards friends, teachers, and even parents, potentially fostering negative feelings. Their needs might be overlooked, leading to distorted behaviour and social rejection.

By the time a child starts school, they may already be prone to adjustment issues, and various experiences can affect them. For instance, if a child is mischievous and overhears a sarcastic remark from their mother about school, they might perceive school as a prison and teachers as enemies. Such sarcasm can disrupt school adjustment and create aversion towards school.

Disagreements are common, but in the context of home and school, problems are minimised when differences are seen as opinions rather than conflicts. Children should understand the distinction between opinion and disagreement, fostering a sense of individuality. If a positive concept is instilled in a child's mind, their energy will be directed towards a positive outlook. They will then adjust automatically to any environment, be it school, home, or any institution, without facing problems with teachers, officials, or friends. It is the joint responsibility of home and school to teach a child to adopt a constructive perspective. A positive relationship between child, parent, and teacher is essential for a child's happy life and for developing them into responsible citizens.

3. Relation between Teacher and Students

In earlier times in India, education was imparted through the '*Tapovan*' method, a forest hermitage system. Teachers would wake students up in the morning with a lantern, saying, "Son, wake up, morning has come," and at night, with the same lantern, say, "Son, go to sleep, it is very late, morning will come soon." This method fostered a close bond between teacher and student. A true teacher ignites interest in students towards the subject and education, making learning easy, natural, and engaging, thereby changing student behaviour. They create a classroom atmosphere where students learn independently. This approach bridges the gap between teacher and student, establishing intimate relationships.

Along with parents, teachers play a vital role in a child's intellectual development. In school, a teacher acts as a surrogate parent. The responsibilities parents have at home are mirrored by the teacher's responsibilities at school. A child has certain expectations from a teacher based on their needs. While parents guide a child's initial steps in society, a teacher guides them through life itself. Good guidance is expected. A good teacher creates a harmonious environment to develop a child's potential and prepares them to be qualified individuals by providing proper career guidance. Regardless of a teacher's qualifications, if they cannot earn the students' affection, their degrees are of little value. Sometimes, a teacher needs to be both firm and gentle to ensure a student's bright future.

A teacher should be well-adjusted and possess psychological insight. They should be able to advise and mentor students. A teacher needs broad knowledge. With sufficient knowledge across subjects, they can guide students effectively by understanding them properly. Only a well-adjusted teacher can teach a child to be well-adjusted. A maladjusted teacher can worsen a child's behaviour and complicate new issues. A great teacher recognises a child's uniqueness and builds their confidence, managing their anger, aggression, and difficult situations. They strengthen and stabilise the mind, foster self-motivation, and cultivate a love for work. This is the responsibility of a teacher – to guide students in the right direction.

Students are the central focus of the school. Their perspectives should be considered. Many teachers tend to overlook students, but it's crucial to understand their thoughts and feelings. There should be no prejudice towards any student; all students are equal. Authoritarian teachers who insist on their way being the only way can demotivate students. While discipline is necessary, students can also be guided with love and encouragement to become better learners. Autocratic behaviour stifles a child's originality and creativity. Lehner and Kube categorise teachers into two types: (1) Autocratic teacher and (2) Democratic teacher.

A democratic teacher views each student as part of a social group. They do not impose themselves on students but offer guidance and advice when needed, providing freedom and nurturing students' strengths. They teach egalitarianism within the group, encourage students, teach discipline, and guide them on how to treat others, thus maintaining a healthy teacher-student relationship.

Ego has no place in the teacher-student relationship. A teacher should be self-aware and not expect everyone to be exceptionally talented. When a student is wrong, they should be taught what is right rather than just being reprimanded. Instruction should be delivered in a way that the student doesn't feel unduly criticised. Students should also be appreciated at times, even weaker

students should be given opportunities to participate in programs or events. Neither student nor teacher needs to be proficient in all activities.

A teacher's role is paramount in a student's life. Beyond being an educator, they are role models. A teacher doesn't just teach a child but facilitates learning. "The teacher is one who continuously works towards the all-round development of the child."

4. Factors for Effective Education

Learning is a bipolar process. For effective learning, practice is crucial, along with effective reinforcement. An effective school environment automatically leads to effective education. Individual variation exists; in a classroom, every student is taught, yet only one typically ranks first. We learn new things every day, and effective learning depends on several factors.

(A) Opportunity for Education: Education opportunities are provided to every student, but how they utilise these opportunities is crucial. Adequate access to education is necessary to encourage the learning process. In our society, equal educational opportunities are generally given to all children. A child gets admission to school and has choices as a student. However, not all children achieve the same outcomes. Every student in school receives equal opportunity, but those with inherent skills will excel in their chosen fields. Interests vary among children, leading to individual differences. Even with equal education, results will differ. Children must strive to make the most of educational opportunities.

Several inhibiting factors can hinder education and lead to failure. Educational opportunities are often acquired based on skill and ability. Discrimination between high-status and low-status children can negatively impact education. Socio-economic status also plays a significant role in the effectiveness of education. Prejudice can also impede teaching methods, with some teachers focusing only on select students, neglecting others.

(B) Learning Potential: Learning potential refers to a student's capacity to learn and understand. It is influenced by factors like intelligence, prior knowledge, and cognitive abilities. Recognising and nurturing a student's learning potential is crucial for effective education.

(C) Motivation : Motivation is a key driver in learning. Students who are motivated are more engaged, persistent, and successful in their studies. Motivation can be intrinsic (internal desire to learn) or extrinsic (external rewards or pressures). Teachers and parents play a vital role in fostering motivation by making learning relevant, interesting, and rewarding.

(D) Discipline: Discipline is essential for creating a conducive learning environment. It involves establishing rules, expectations, and consequences to guide student behaviour. Effective discipline is not about punishment but about teaching self-control, responsibility, and respect. Positive discipline encourages development of safety and time management skills. True discipline stems from ingrained habits, not external coercion.

(E) Ambition and Achievement: We act with purpose and goals in life. Ambition and the drive to achieve are fundamental to human action. We set goals and plan to achieve them. Ambition and achievement levels are intertwined. We may have ambitions but not always achieve the expected results, highlighting the gap between expectation and achievement.

A person always holds ambitions for future endeavours. Present actions are based on past experiences. We leverage conditions that led to success and avoid those that led to failure, depending on the quality of our efforts. Achieving ambitions requires skills and their proper application. We use our skills to elevate our ambition to a level of achievement driven by a strong desire.

A good teacher or counsellor can assist students who dislike or show negative attitudes towards schoolwork, ensuring they don't feel insecure. A student with feelings of inferiority will struggle to reach their potential. Parental expectations can also become a burden. Teachers and parents should set expectations aligned with a student's strengths. Unrealistic expectations can mislead students and hinder achievement. Counsellors in schools help guide students in the right direction.

(F) Language Skills: At birth, a child's mind is like a blank slate. Language is primarily for communication and knowledge acquisition. We express attitudes through language and achieve goals through language-based choices. Language is a social heritage. No society can exist without it. It's the best medium to express thoughts and feelings, enabling the description and explanation of ideas.

Every child needs to know their regional language or medium of instruction. Developing good language skills is a key responsibility of schools. Language proficiency facilitates success in many areas. Each field of knowledge has its terminology, learned from school, society, or family. Language is vital in education, teaching clear and effective pronunciation.

(G) Competition: Competition-based education is student-centric and can be seen as game-based learning. Competition involves individuals striving to achieve goals, where one succeeds and others may not. Many factors influence the competitive aspect of life. Competition is the effort to outperform others in speed and quality. It should build strength and prowess, not instill inferiority. Healthy competition is beneficial, not detrimental.

Competition is a significant societal feature. People constantly compare themselves to others. It can drive social reform. Intense competition exists in business, across generations, in institutions, elections, and among students in exams. Healthy competition is a social reforming activity. However, competition driven by jealousy disrupts social balance and breeds aggression.

Students often enter competitions for prizes, but competition can also create anxiety. It cultivates aptitude and stimulates interests.

(H) Co-operation : Competition and cooperation are related, though seemingly opposite, they coexist in life. Cooperation instincts emerge around age three. Cooperative work simplifies tasks and develops organisational skills. Cooperation encourages students. In cooperation, each person contributes to the group based on their abilities, leading to better outcomes.

IN COOPERATIVE TASKS:

- Diverse ideas emerge in planning.
- Everyone contributes according to their ability.
- Success or failure is shared equally.
- Focus shifts from self-centeredness to goal-orientation.
- Anxiety and depression are minimised.
- Work becomes systematic.
- The atmosphere is joyful, promoting mental health.
- Mutuality, understanding, and empathy develop.
- Work is completed faster.

ADDITIONALLY, EFFECTIVE TEACHING INVOLVES:

- Teacher preparedness.
- Engaging all children in activities.
- Providing effective feedback and learning experiences.
- Treating all children equally.
- Striving for individual attention.
- Sensible, accurate, and clear communication.
- Teacher personality that inspires students.
- Use of educational tools and reference materials.
- Pre-emptive clarification of subject-related confusions.

5. Solutions for Effective Learning

(A) Definite Goals: Purposeful work is more effective. Teaching with a specific plan is essential. A student's primary goal is to learn, and effective teaching is a teacher's job. Systematic work requires definite goals. Aimless students lack interest in studies. Students should understand why they come to school, what learning is, its benefits, educational paths, and advantages. This information helps them pursue specific goals.

Many students attend school or college for social reasons or due to parental pressure, lacking clear direction. Students who identify or set goals work harder and strive to achieve them.

(B) Concentration: Concentration is vital for effective learning. Restless minds hinder task completion. Reading, remembering, and learning are impossible without concentration. Studies done with a calm mind are retained longer. Concentration is key to effective studying. Focused study enhances the learning process by prioritising essential information.

(C) Distributed Efforts (Distributed Practice): Two learning methods exist: (1) Continuous method and (2) Distributed method. Psychological studies on memory show that studying material in spaced sessions with breaks (distributed method) is more effective than prolonged, unbroken study sessions (continuous method).

(D) Active Study Approach: Active study involves engaging with the material, not just passively reading. Techniques include summarising, questioning, teaching others, and applying knowledge. Active learning enhances understanding and retention.

(E) Problem-Oriented Learning: Problem-oriented learning involves learning through solving real-world problems. This approach makes learning more engaging, relevant, and develops critical thinking and problem-solving skills.

(F) Application (Implementation): Implementation is applying what we learn and teaching it to others. Putting skills into practice is implementation. Discussions among students are also a form of implementation.

A student's main goal is learning. Effective teaching and learning methods, especially using the components mentioned above, can help students become better learners and achieve effective education.

6. School as a Life-Living Situation

School life is a critical phase in a person's life, where basic principles of behaviour, speech, and manners are learned. School transforms concepts into knowledge and shapes culture and values. John Dewey called school a "perfect laboratory for cooperative living and working," the centre of society. Froebel likened school to a garden, children to plants, and teachers to gardeners. School's effort should be to integrate children into society.

Leaving family and going to school marks the start of a different life, preparing us for future work. School life delicately mirrors life's questions. We learn ideals of love, cooperation, and teamwork. Behaviour at school differs from home. We treat teachers and friends differently from siblings. School, family, and society shape our values, attitudes, and aptitudes. We learn to be ideal citizens, follow discipline, adjust to others, value equality, build good relationships, show empathy, and develop a sense of belonging and systematic interaction. School provides intellectual training for life, teaching curriculum mastery.

School imparts more than book knowledge; it teaches facing life's struggles and achieving goals. School is a key component in personality formation, alongside family. "Education is the power to face life's dire situations." "Education comes from school, which is not just for bookish knowledge but an ideal place for learning to live.”

II. Vocational Adjustment

INTRODUCTION

Adjustment is a person's ability to adapt to changes in their physical, occupational, and social environment. Life's changes require humans and animals to constantly learn to adjust. Successful vocational adjustment equips individuals with a fulfilling quality of life. Career enrichment comes from experiences and challenges in the professional world.

"Vocational adjustment refers to how successful a person is in choosing the most suitable occupation or career for their interests, talents, and abilities."

Earning a livelihood is crucial for fulfilling personal, social, and psychological needs. Schooling and family training offer paths to professions. Vocational adjustment determines professional satisfaction and the fulfilment of hopes and aspirations. Greater vocational adjustment leads to better overall life adjustment.

Characteristics of a Professionally Adjusted Person:

Satisfied with their career choice, not feeling it was due to bad luck or compulsion.
Enjoys professional activities and feels satisfied after work.
Content with work-related circumstances like equipment, workspace, and facilities.
Well-adjusted with colleagues and superiors, maintaining good interpersonal relationships and professionalism.
Fully committed to their profession with a positive attitude, not considering changing careers, believing in its potential for personal and societal growth.
Sees opportunities for promotion in their profession. If not, they are not overly concerned or feel unfairly treated regarding advancement.
Confident in improving business performance, showing creativity.
Financially satisfied with their profession, avoiding feelings of inferiority or envy compared to other professions.
Works to maintain professional dignity and reputation, cooperating with colleagues and superiors.

1. The Transition from Academia to Business

The student phase transitions into a professional and responsible phase. Transitions experienced during studies are less significant than those in future occupations. Post-student life, individuals aim for professional independence. Career choices are made based on skills. Questions arise about which career path to take and where success lies. Some have fixed career goals, while others face numerous transitions.

Starting a career involves difficulties and struggles. Transitioning from student to societal member requires deciding on a career or job, which can cause anxiety. Concerns about unemployment after studies and societal perceptions arise.

Factors Influencing Career Choice:

(1) Interests and Passions: Passion and interest drive dedication to a chosen field.

(**2) Skills and Strengths:** Leveraging skills leads to competence and confidence.

(3) Market Demand and Job Availability: Career choices are influenced by market demand and available opportunities.

(4) Social and Familial Expectations: Career preferences may align with personal desires but are also influenced by family values and social norms.

(5) Financial Considerations: Financial stability and earning potential are significant factors in career choice.

(6) Work-Life Balance: Balancing work and personal life is complex. Flexibility and personal fulfilment are prioritised to maintain balance.

Individual decision-making processes are unique, and the importance of these factors varies based on personal circumstances, experiences, and values.

According to Heppner, choosing a profession is as critical as choosing a life partner. Choosing a profession suited to one's aptitude is fortunate, while a wrong choice can be detrimental. A suitable occupation minimises adjustments and maximises personal satisfaction.

ESSENTIALS FOR CHOOSING A PROFESSION:

- Self-awareness of abilities and skills.
- Understanding market trends and job opportunities.
- Considering personal values and work-life balance.
- Seeking guidance and career counselling.

2. Factors Affecting Vocational Choice

(A) Socio-Economic Factors: Modern times show occupational variability across social classes. Caste, family status, etc., influence socio-economic factors in career choices. It's no longer strictly hereditary; a doctor's son may not become a doctor, or a teacher's daughter a teacher. Individual differences in occupational choice are prevalent. Research indicates that while some children follow their father's profession, a significant percentage choose different paths. Socio-economic status systems have changed. Parental lifestyles and ambitions also affect career choices. Evolutionary change implies individual occupational freedom, with parents supporting choices aligned with their children's aptitudes and societal values.

(B) Aptitude: Aptitude indicates motivation and needs, reflecting emotional aspects of experience. It's not entirely innate nor solely environmental. Aptitudes are closely related to abilities and act as dynamic factors in career choice. Strong inclination motivates overcoming socio-economic difficulties. Aptitude develops through school and college experiences. College is often a time for discovering interests and developing new aptitudes through exposure to various professions like teaching, medicine, law, engineering, and science. This exposure directly impacts career aspirations.

(C) Qualifications: Most people choose professions unscientifically, sometimes based on superficial factors. Just because a friend excels in a profession doesn't guarantee similar success. Skills and strengths are essential. For example, a doctor needs medical science expertise. Some choose professions based on advice from friends or relatives without assessing their suitability. Others choose based on perceived profitability or job availability. Hasty decisions from limited options, without exploring career ranges, can hinder competence.

Competence is defined in various ways. It's an individual's strength. For instance, musical interest without singing ability is irrelevant. Not all professions require the same aptitude. Lehner and Kube view competence in terms of intelligence. F.L. Russ sees competence and intelligence as linked. Clarke and Geiston's research linked student occupation to intelligence. Aptitude tests are used in academic and career planning, employee selection, and trainee recruitment. Competence-based choices lead to job success, satisfaction, increased productivity, and professional adjustment. Multicomponent aptitude tests measure various competencies for specific tasks.

(D) Occupational and Labour-Market Factors: Technology has diversified businesses. Growing technology offers powerful tools and diverse markets. Earlier times had fewer career options, mainly agricultural labour. Now, people have numerous career choices based on aptitude and interest. High-demand professions are preferred. However, market demand must be considered to avoid labour surplus. Local and national market analysis is crucial when choosing a career.

Market expectations are constantly changing. Individuals join industries and government roles, adapting to changes. Staying informed about market changes is essential for survival in industries. Parents should provide career information to children, discussing profitable career options and utilising government employment information resources for guidance. Often, qualified individuals remain unemployed while suitable candidates are lacking for vacancies. Teachers and parents should ensure career and qualification awareness, and students should utilise this knowledge.

(E) Other Factors: Lehner and Kube highlight other factors:

Duties: Understanding job responsibilities.
Work Environment: Information on workplace conditions, hours, and schedules.
Pay Scale: Salary information and potential for increases.
Advancement Opportunities: Information on promotion prospects.
Education and Training Requirements: Necessary prior experience, knowledge, or training.
Social Relations: Whether relationship building with colleagues and superiors is required or mandatory group participation.
Special Advantages: Unique benefits of the chosen profession.

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3. Factors Affecting Vocational Satisfaction

"*Occupational satisfaction means any combination of psychological, physical, and environmental conditions that cause a person to truly say 'I am satisfied with my work'.*" - **Hopock**

"*Business satisfaction is the positive or negative attitude or thinking of the employee towards the business.*" - **Harrel**

Modern life, enriched by science and technology, also brings increased conflict and animosity. Change and transformation are constant. Various factors influence the pace of change and innovation.

FACTORS CONTRIBUTING TO JOB SATISFACTION:

- Good atmosphere.
- Conduct of officers and employees.
- Working hours.
- Salary.
- Employee cooperation.
- Bonus benefits.
- Interpersonal processes.
- Professional-social relations.
- Fair decision-making processes that consider employee problems.

Lehner and Kube identify three factors influencing job satisfaction:

(A) Fear and Anxiety in Business: Relocation and new job environments naturally cause fear and anxiety. Different atmospheres, unknown people, workplace conditions, and potential family relocation are concerns. These anxieties manifest as fear in behaviour. Lehner and Kube identify five types of fear-anxiety:

Worry about failing in business: Fear of failure can cause actual failure. Lack of skills in certain areas, inability to handle hindering factors, and initial adjustment concerns with colleagues contribute to this fear. Deteriorating social relations and constant effort to maintain them, fear of miscommunication, and concerns about blame from managers and employees are also anxieties.
Anxiety about learning new things: In the technological era, continuous learning is essential to avoid obsolescence and embarrassment. Job satisfaction and superior satisfaction depend on continuous learning and improvement.
Anxiety about displacement: Concerns about job security and status are real. New recruits can threaten existing positions, especially as age affects performance. Mature employees worry about being overtaken by newer, younger employees.
Worrying about new responsibilities: Many desire to start businesses but fear responsibilities. Shyness or anxiety about taking on responsibilities can hinder professional development. In the technical age, skills, intelligence, and relationship management skills mitigate fears of new responsibilities.

(B) Personal Approach to Business: A positive attitude towards work positively impacts job satisfaction. Realistic self-evaluation, acknowledging strengths and weaknesses, is crucial for a good personal approach. Individuality in approach is important. Criticism based on others' perspectives can reduce job satisfaction and lead to depression. Patience is necessary for business success. Immediate ease is not always guaranteed. Unfulfilled desires and expectations are part of life. Managing expectations and accepting failures and successes are essential for professional adjustment, requiring willpower and self-confidence.

(C) Certain Terms of Business: Lehner and Kube outline five business conditions:

(1) Clarification of Business Terms: Clear understanding of employee roles and duties prevents repetition and misunderstandings. Clarification is needed upon joining, especially if tasks contradict qualifications.

(2) Fair Dealing: Harmonious and coordinated behaviour between employees and managers is essential. Managers should not be solely directive. Employee equality, impartiality, and unbiased treatment are crucial. Employee problems and complaints should be addressed sympathetically and fairly. Integrity and honesty should be valued. Fostering a family-like organisational culture promotes belonging and harmony.

(3) Relationship with Managers: Intimacy and respect should characterise employee-manager relationships. Manipulative or rigid attitudes are detrimental. Relationships should be genuine and professional.

(4) Reward and Punishment: Diligent and skilled employees should be recognised and rewarded. Non-performing or disruptive employees should face appropriate consequences. Sincere work, not just showmanship, brings job satisfaction.

(5) Employee Attitude towards the Organisation: Loyalty is crucial for organisational success. A healthy and satisfactory attitude towards the organisation fosters job satisfaction. Disregard, jealousy, or disdain are self-destructive and lead to dissatisfaction. Pride in the organisation and readiness to contribute are essential. Upholding organisational dignity involves understanding both rights and duties, leading to vocational satisfaction.

4. Vocational Satisfaction and Personal Adjustment

Interpersonal adjustment is personal adjustment in relationships with others. Unique personalities, needs, and environments lead to unique personal adjustments. Personal adjustment is a reciprocal process and a vital factor in professional life. It affects everyone in some area. Much of adult life is spent working. According to Lehner and Kube, vocational adjustment impacts other areas of adjustment. Business problems can negatively affect interactions with colleagues, family, and spouses, leading to domestic conflict and disturbed adjustment processes.

Vocational adjustment has long-term effects on personal adjustment. Uninteresting and compulsory occupations negatively impact personal adjustment. Maintaining interest in work is crucial. Research links job dissatisfaction to ego and existential issues. Emotional difficulties arise from occupational dissatisfaction, leading to loss of confidence and insecurity in social relationships. Thus, vocational dissatisfaction affects personal life adjustment.

Strategies for Personal and Vocational Adjustment:

- Cope with goal transitions.
- Adapt to hard work.
- Prefer complex tasks over simple ones.
- Maintain a friendly atmosphere.
- Be empathetic.
- Participate enthusiastically.
- Be open to learning.
- Shoulder responsibilities.
- Adapt to various situations.
- Keep promises.
- Maintain faith.
- Avoid overconfidence.
- Accept that success isn't solely about intelligence.
- Learn from failures and accept reality.
- Strive to be an excellent student and ideal citizen.

Not every person or student has all kinds of skills. Sometimes failure is necessary to realise success. Something can be learned from failure. Make every situation your own and face every problem. Struggle is life itself. So transition is going to arise everywhere, but when it arises, instead of thinking about the transition, think of its solutions so that the work can be easy.

Unit 03: Family Adjustment

INTRODUCTION

A person's life is shaped by numerous social groups, but the family exerts the most profound and unique influence. It is within the family that an individual's primary socialisation occurs. The foundational aspects of a person's mental and social life are learned and internalised through family interactions. The lessons learned in childhood within the family environment have lasting effects that resonate throughout an individual's life.

The structure and form of the family prevalent in ancient times differ significantly from contemporary family structures. Many elements considered intrinsic to the ancient family are not universally present in modern families. The family institution today faces unprecedented challenges in a rapidly changing world. However, despite these challenges, the family institution, in some form, is expected to endure as a fundamental unit of society.

This unit will explore the meaning and definition of family adjustment, the nature and functions of the family, the dynamics of family interactions, common family problems, and strategies for promoting healthy family adjustment.

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1. Meaning and Definition of Family Adjustment

A family is fundamentally a kinship group. It is characterised by bonds of attachment, primarily between husband and wife, and blood relations between parents and children, as well as among siblings.

As Kingsley Davis noted, the core of family relationships is reproduction. Husband and wife are biologically linked through sexual relations and procreation. Parents and children are connected by blood ties and affection. Siblings share a reciprocal relationship as children of the same parents. This unique combination of physical and emotional closeness and blood ties distinguishes the family from any other social group. Therefore, the family can be defined as a social group primarily engaged in reproduction and child-rearing, and it functions as a vital social institution.

According to MacIver and Page, the family is defined by reproduction and a shared household, underpinned by a durable sexual relationship between husband and wife.

Nye and Anna L. Bader define a family as a group consisting of two or more people related by blood, marriage, or adoption who reside together. Paul Popenoe describes the family as the bearer of traditions, highlighting its role in cultural transmission. Extending this concept, some thinkers like Chan propose a broader view, considering the entire world as one large family.

Generally, a family unit minimally includes a husband, wife, and their children, primarily based on blood relations. In India, the joint family system was historically prevalent, encompassing not only husband, wife, and children but also extended relatives such as in-laws, uncles, aunts, grandparents, and cousins. While the joint family system is gradually diminishing in India, the nuclear family, typically consisting of husband, wife, and their children, is becoming more common. Regardless of its specific form, the family exists in every society, making it a universal social institution.

2. Nature of Family

As discussed in the definition, the family is fundamentally constituted by sexual relations, which are legitimised and socially sanctioned through institutions like marriage.

Family members typically share a common residence, establishing the family as a domestic unit. Furthermore, the family functions as an economic unit, pooling resources to meet the needs of its members. Families develop financial plans to support themselves and raise their children.

Families can be classified based on lineage and descent. In a patrilineal family system, children are identified and inherit through their father's lineage. Conversely, in a matrilineal family system, lineage and inheritance are traced through the mother's side. Thus, family systems determining ancestral and descendant relationships are broadly categorised into patrilineal and matrilineal systems.

Residence patterns also define family types. Patriarchal families are typically patrilocal, where the married couple resides with or near the husband's family. Matrilineal families can be matrilocal, where the couple resides with or near the wife's family. However, variations exist. For instance, in the matrilineal Nair community and certain other matrilineal groups in South India, traditional practices might differ. Husband, wife, and children may not cohabitate in the same household. The husband might reside in his maternal family home and visit his wife at night, returning to his own maternal family in the morning, while the children stay with their mother.

Each member within a family plays specific roles. Children are considered central to the family unit, often described as "the heart of the home." A child is a unique and valued member. Therefore, ensuring a child is not neglected or mistreated is paramount. Within a family structure, husband and wife, father and mother, each have defined roles to play. Fulfilling these roles contributes to the development of civility and positive values (*sanskar*) within the family.

The family is the primary environment where a child learns to adapt and interact with others, often unconsciously absorbing these social skills. In contemporary times, the traditional authority of the family, particularly patriarchal authority, is evolving. The rise of social media, technology, industrialisation, and artificial intelligence (AI) in various sectors is influencing family systems and structures. While patriarchal families were common 40-50 years ago, where the father was considered the head and his commands were to be obeyed, paternal authority is gradually diminishing. In matriarchal families, the mother traditionally holds primary authority. In patriarchal families, both parents might be considered heads, sharing authority. A newer family type emerging is the egalitarian or democratic family. In this model, the individuality and personality of each member are equally valued. All members participate in decision-making processes in a democratic manner, with decisions often reached through consensus or majority agreement.

The form of the family has been continuously evolving across eras. Polygamy was practiced in ancient times, but monogamy (one spouse) and polygyny (one husband, multiple wives) later became more prevalent. When polygamy and polygyny were common, family sizes were often large, with no limits on the number of children. A woman bearing many sons, especially influential ones, gained prestige in society. However, in modern times, with the prevalence of monogamy, there is a trend towards limiting family size to one or two children.

Concepts of male and female roles within the family have also undergone significant changes. Historically, men were expected to work outside the home, while women were primarily responsible for housework. However, these rigid distinctions are blurring. As family needs evolve, both men and women increasingly participate in economic activities. Modern men are also more readily assisting with housework without hesitation or social stigma. The traditional sharp division in roles between men and women in the family is gradually decreasing.

Two primary types of families are commonly recognised: (I) Joint family and (ii) Nuclear family.

The key differences between nuclear and joint families can be summarised as follows:

Feature	Nuclear Family	Joint Family
Universality	Universal	Not universal
Size	Small size	Large size
Composition	Husband, wife, and unmarried children only	Includes grandparents, uncles, aunts, nephews, nieces, and other blood relatives
Responsibility	Parents solely responsible for children's upkeep	Shared responsibility among parents, grandparents, uncles, cousins, etc.
Natal Family Dominance	Reproductive family not dominated by natal family	Reproductive family often dominated by the natal family
Scope of Responsibility	Primarily responsible for own children	Extended responsibility towards other family members as well
Functions	Sexual satisfaction, reproduction, economic, education	Broader scope, also functions as an economic organisation with joint liability
Resources & Opportunities	Limited resources and opportunities	More resources and potentially more opportunities
Liberty	Husband and wife enjoy greater liberty	Members generally under the control of the family head
Adjustment Problems	Adjustment issues arise in case of divorce	Adaptation problems less pronounced due to extended family support
Child's Security	Child becomes vulnerable upon parent's death	Child's security ensured as other family members assume parental roles

3. Function of Family

Similar to the evolving forms of the family, the functions of the family also adapt and change across different societies and time periods.

While family functions are often associated with meeting individual needs, in some societies, the emphasis might be on fulfilling the collective needs of the entire family unit rather than individual desires.

Psychologists Lehner and Kube have outlined key functions of the family:

(A) Procreation:

As a fundamental unit comprising husband, wife, and children, procreation, or having children, is considered a primary function of the family. Most children are born within the context of marriage. However, fertility rates are changing. India's Total Fertility Rate (TFR) in 2021 was estimated to be around 2.2 children per woman, according to World Bank data. This is a significant decrease from the TFR of 5.9 children per woman in 1960 and is now below the replacement level of 2.1 children per woman, which is the number needed to maintain a stable population size. This decline in fertility rates in India is attributed to various factors, including increased access to education, healthcare, and family planning services, as well as shifts in social norms and economic conditions.

(B) Child Protection and Care:

Children are central to the family, and their protection and care are paramount responsibilities of the family unit. The majority of children grow up within family settings. Government health centres and municipalities also play a role in child protection and care. Government initiatives like the Integrated Child Protection Scheme (ICPS) aim to strengthen child protection. This scheme is based on the principles of child protection and prioritising "the best interests of the child." It aims to contribute to the welfare of children in difficult circumstances and minimise situations of exploitation, neglect, abandonment, and alienation. To achieve this, efforts are made to strengthen child protection at the family and community levels, provide information resources on child protection services, and raise public awareness about the vulnerabilities of children and their families. While society and government provide support, child protection is primarily the responsibility of the family. The family, being the most suitable environment for a child, should be educated to provide love, protection, and respect for children's privacy and confidentiality at all levels of interaction.

(C) Socialisation of the Child:

The family is a crucial institution for the socialisation of children. It instills social norms, values, and cultural practices in children, and teaches them roles based on gender and societal expectations. Through this process, the family prepares the child to integrate into society and become a contributing member.

There can be significant differences in the socialisation experiences of children from different socio-economic backgrounds. Children from upper socio-economic classes often have greater access to social and economic resources that facilitate their socialisation compared to children from lower socio-economic classes. Consequently, children from lower classes may not experience the same type of socialisation as those from upper classes.

Socialisation is a continuous, lifelong process. Changes in society inevitably impact children and, consequently, the family's socialisation role. The process of socialisation evolves over time.

Historically, most of a child's socialisation occurred within the family. However, this is no longer exclusively the case. Rapid technological advancements and industrial development lead to increased mobility and career changes. Job transfers, promotions, and shifts between industries can disrupt family stability and have direct effects on the socialisation process of children. These changes can have both enabling and inhibiting effects on a child's social development.

The responsibility for a child's socialisation is not solely confined to the family. Schools, colleges, religious institutions, temples, and social media also play significant roles. The extent and nature of a child's socialisation are influenced by the duration and intensity of their interactions within these various settings and with different groups of people.

(D) Child Education:

From a psychological perspective, a child's first educational interactions begin with the mother. It can be argued that mothers are the first educators, imparting initial lessons. For example, Mahatma Gandhi's mother, Putlibai, instilled in him principles of religion, ethics, truth, and non-violence from his early childhood. Parents should actively and enthusiastically engage in their child's education. While parents may not be equipped to provide all forms of education, schools, colleges, and societal structures are in place to supplement and support this process. If parents can cultivate empathy in their children, it can significantly contribute to preventing anti-social behaviour and addressing rising adolescent suicide rates in the future.

A person's formative childhood years are primarily spent within the family. Here, they learn fundamental societal norms and values. The family shapes the child according to societal expectations and transmits cultural traditions. Furthermore, the family environment is crucial for a child's biological development. Education about biological development, including the changes during puberty, is often provided by parents within the family and by teachers in schools.

(E) Recreation and Relaxation:

Recreation and relaxation are essential for the well-being of family members. Families engage in various recreational activities together, which can include both active and passive forms of leisure. Active recreational activities might involve outdoor games, sports, picnics, or community events. Passive recreational activities can include watching television, playing indoor games like carrom or ludo, going on outings, or excursions. As family members age, their participation in these activities changes. Young children actively participate in family-oriented recreational activities. However, as they grow older, they may become more interested in recreational activities outside the home and less inclined to participate in family activities. Interestingly, when children grow up, marry, and start their own families, they may again participate in extended family recreational activities.

In the contemporary digital age, social media and computer games have become dominant forms of entertainment within families. Playing games on mobile phones and tablets, using platforms like WhatsApp, Snapchat, Instagram, and Facebook, are common forms of family entertainment. Therefore, families should consciously plan and create diverse forms of fun and entertainment beyond digital media to foster stronger family bonds and interactions.

(F) Satisfaction of Psychological Needs:

Meeting psychological needs is a crucial function of the family. The family ideally provides warmth, love, security, emotional support, and a sense of belonging. These are fundamental psychological needs for every family member.

In today's competitive world, individuals face constant pressures from various sources – work, society, and economic anxieties. The family ideally serves as a sanctuary, offering peace, security, love, warmth, and comfort when individuals are confronted with problems and crises. Children who receive emotional and psychological satisfaction within their families are less likely to engage in criminal activities. When psychological needs are met within the family, children develop well-adjusted personalities and behaviours, which benefits both the family and society. Therefore, providing psychological need satisfaction is a core function of the family.

Beyond these core functions, joint families often serve additional functions:

- 1. Ensuring socio-economic security and protection: Joint families provide a safety net and mutual support system for members facing economic hardship or social vulnerabilities.
- 2. Assigning work based on ability: Tasks and responsibilities are often distributed among family members based on their skills and capacities, contributing to the family's collective well-being.
- 3. Mutual aid in emergencies: Family members are expected to support and assist each other during times of crisis or need, strengthening family solidarity.
- 4. Inculcating cultural values: Joint families play a significant role in transmitting cultural values and traditions across generations.
- 5. Preserving social traditions: Joint families often act as custodians of social traditions and customs, ensuring their continuity.

4. Dynamics of Family Interaction

The dynamics of family interaction encompass several key aspects, primarily:

(A) Reciprocal Relations Between Husband and Wife
(B) Reciprocal Relations Between Parents and Children

When a young man and woman marry, they enter into a new and unique relationship – the husband-wife relationship. They come from different family backgrounds with distinct characteristics and begin their married life by forming a marital bond. Lehner and Kube categorise this spousal relationship into two key aspects:

(I) Aspirations for Married Life
(II) Factors for the Success of Marriage

(A) Aspirations for Married Life:

Marriage is a significant life event, with approximately 90% of people across cultures entering into marital unions. Individuals often seek partners whose qualities and personality traits complement their own, hoping to find in their spouse what they perceive they lack in themselves. The most common age range for marriage is between 20 to 25 years, with the rate of marriage gradually decreasing after this age group.

In contemporary society, marked by social and economic changes, marriage is increasingly viewed as a personal choice rather than solely a social obligation. With increasing economic independence among women, they are challenging traditional male dominance and control. Women and men are increasingly sharing family responsibilities, working collaboratively in both professional and domestic spheres. Men are more actively participating in housework and childcare. In modern marriages, the importance of affection, cooperation, and mutual responsibility is growing. Individuals entering marriage often have expectations of a loving and intimate relationship, a willingness to support each other unconditionally, and shared responsibility in managing family life.

Every young man and woman seeks a partner who will be a constant companion through life's ups and downs, in times of joy and sorrow, honour and dishonour, victory and defeat. Common aspirations in marriage include love, security, lifelong friendship, companionship, cooperation, and empathy. However, the extent to which these aspirations are realised and how they are achieved varies greatly. Unfortunately, some marriages are characterised by selfishness, deceit, and a failure to meet each other's psychological needs. As Gunvant Shah aptly notes, in today's world, "duets are few, and discords are many." Sexuality also plays a profound role in shaping psychological satisfaction or dissatisfaction, influencing feelings of love, emotion, security, and trust within the marital relationship.

(B) Factors for the Success of Marriage:

Choosing a suitable and compatible partner significantly increases the likelihood of marital success. However, even with a seemingly ideal match, the success of a marriage depends on numerous factors.

- 1. Mutual Adjustment in Problem Solving: The ability of husband and wife to effectively adjust to each other and collaboratively solve life's challenges is crucial.
- 2. Adjustment with In-laws: Successful integration and adjustment with each other's families, particularly in-laws, is a significant factor in marital harmony.
- 3. Social Circle Compatibility: The extent to which husband and wife can get along with each other's friends, neighbours, relatives, and eventually, their children, contributes to marital success.
- 4. Coping with Pressures: Successfully managing physical, mental, and social pressures that arise after marriage is essential for marital stability.
- 5. Financial Management: Effective management of income, expenses, household finances, and lifestyle choices (clothing, travel, etc.) is vital.
- 6. Adapting to Changing Interests: The ability to adapt to each other's evolving interests, temperaments, and quirks over time is crucial for long-term marital success.

Successfully navigating these aspects contributes to a fulfilling and successful married life. The ancient philosopher Socrates, when asked for advice on marriage, famously said, "If you marry a good wife, you will be happy, and if you marry a bad wife, you will become a philosopher like me." This highlights the variable nature of happiness and adjustment in married life. Two fundamental

pillars of a successful marriage are stability and marital happiness. Sometimes, marriages may be stable but lack happiness. Factors like social pressure, parental expectations, financial constraints, concerns about children, or property division might maintain stability even in the absence of happiness or adjustment.

Psychological research identifies five key factors that significantly influence marital success:

- 1. Family Background
- 2. Caste-Religion and Socio-Economic Status
- 3. Personality Traits of Both Partners
- 4. Sexual Adjustment
- 5. Role Behaviour and Mutual Adjustment

(A) Family Background:

The quality of the parental relationship in the family where an individual grows up significantly impacts their future marital happiness. Children raised by parents who have a happy and well-adjusted marriage are more likely to experience marital happiness themselves. Parents who are loving, open, cooperative, and demonstrate selfless love towards their children create a positive foundation for their children's future relationships. Research by Terman highlights factors contributing to marital adjustment, including happy parental marriages, harmonious relationships with relatives, minimal parental conflict, moderate discipline, close affection with the mother, open parental attitudes towards sexual knowledge, and tolerance. Parental maturity, positive interaction with children, and personality compatibility between parents play crucial roles in shaping the marital success of their children.

(B) Caste, Religion, and Socio-Economic Status:

Studies indicate that individuals from economically and socially disadvantaged backgrounds tend to have less happy marriages. Middle-class individuals often report higher levels of marital happiness. Inter-caste or inter-religious marriages do not consistently show higher or lower success rates compared to intra-caste/religious marriages. Marriages where neither partner is religious may face challenges, while marriages within the same religious faith are often associated with greater happiness. However, in contemporary society, the influence of religion, caste, or social status on marital happiness is becoming less pronounced.

The overall environment in which a couple lives – physical, social, and economic – significantly impacts their relationship. A supportive, encouraging, and financially stable environment fosters a flourishing husband-wife relationship. Conversely, factors like frequent family quarrels, negative neighbourhood influences, children's excessive social media use, financial insecurity (food, clothing), or spousal issues like oppression, aggression, or addiction can undermine marital success and happiness. Increased maladjustment can accelerate marital breakdown and divorce.

(C) Personality Traits of Both Partners:

The personalities of both husband and wife are critical determinants of marital success. Packard identifies key personality traits that contribute to successful marriages:

- (i) Affection and capacity for emotional expression
- (ii) Emotional maturity and impulse control
- (iii) Open communication and sharing of thoughts and feelings
- (iv) Enthusiasm for life and shared interests
- (v) Constructive approaches to resolving mental stress and conflicts
- (vi) Healthy and balanced attitude towards sexuality
- (vii) Acceptance of the partner's limitations and imperfections

In addition to these, successful marriages are often characterised by couples who share similar values, interests, and complementary needs, possess a strong family orientation, and have a realistic and clear understanding of themselves and their partner.

According to Stone and Stone, marital success and happiness are enhanced by harmony in traits such as interests, actions, ideals, temperament, and a sense of equality between husband and wife.

J.C. Coleman suggests that successful marriages are marked by spouses having a clear understanding of each other's roles and responsibilities and agreeing on fundamental values and goals. A strong commitment to making the marriage work, despite challenges, also contributes significantly to marital happiness and success. Loving couples who share similar values and standards are more likely to experience marital happiness.

(D) Sexual Adjustment:

Sexual harmony is a vital component of a successful marriage. Couples in happy marriages generally report higher levels of sexual satisfaction. Mental attitudes towards sexuality play a significant role in sexual adjustment. If either partner views sex negatively or as sinful, it can negatively impact the relationship. Sexual maladjustment increases when husband and wife are not sexually satisfied.

Ideally, during sexual intercourse, both partners experience climax simultaneously, leading to mutual sexual satisfaction. However, if one partner, particularly the woman, frequently remains unsatisfied, it can lead to difficulties and conflicts in married life due to sexual disharmony. Women are physiologically capable of experiencing multiple orgasms, while men typically require a refractory period.

Lack of sexual knowledge, physical or biological issues, negative attitudes towards sexuality, and socio-cultural inhibitions can contribute to poor sexual adjustment. Sexual satisfaction, rather than the frequency of intercourse, is a more important factor in good sexual adjustment. Generally, the frequency of sexual intercourse tends to be higher at the beginning of married life and may decrease with age, family problems, or strained relationships.

Male impotence or female frigidity can significantly hinder sexual adjustment. These issues can stem from lack of sexual technique and knowledge, suppression of sexuality, past experiences like masturbation or same-sex intercourse, or underlying biological or physical conditions. Thus, sexual adjustment plays a crucial role in overall marital well-being.

(E) Role Behaviour and Mutual Adjustment:

Concepts of spousal roles have dramatically changed with societal evolution. Historically, a wife's role was primarily confined to housework, childcare, and social interactions within the home, with limited scope for other activities. The husband's role was primarily to be the breadwinner and manage external affairs. Deviations from these traditional roles, such as a working wife or a husband engaging in housework, were often met with social criticism.

However, these rigid distinctions are increasingly fading. With the rise in women's employment and business engagement, role boundaries have become more flexible. Instances of wives assisting husbands in business or husbands actively participating in childcare and housework are becoming more common. Rapid socio-cultural and economic changes necessitate flexibility in spousal role behaviour. Injustice can arise when husbands are inflexible and expect wives to adhere to traditional multi-faceted roles without reciprocal flexibility.

In a study of 300 businesswomen, Premila Kapoor observed that Indian businesswomen, despite fulfilling roles as mothers, lovers, partners, and wives, often face criticism, humiliation, dominance, and financial selfishness from their husbands. A wife who juggles multiple roles deserves appreciation and recognition. Conversely, if the husband is significantly superior in aspects like appearance, intelligence, education, or health, the wife may develop feelings of inferiority, which need to be addressed by building her confidence. Mutual understanding, cooperation, and empathy can bridge behavioural differences. Marital adjustment becomes smoother and more successful when the ideal role behaviours of husband and wife are mutually agreeable, benevolent, and cooperative.

A successful marriage is not accidental; it is the result of mature and reciprocal interaction. Couples must be continuously mindful of eliminating detrimental elements and fostering elements that contribute to marital success.

(F) Reciprocal Relations Between Parents and Children

The family's contribution to a child's formation and development is undeniable. A child's emotional development is deeply rooted in the family environment. The experience of being in the womb provides initial emotional security. Whether a child continues to feel emotionally secure within the family depends significantly on the parents' attitudes and behaviours towards the child.

A child's first social interaction is with the mother. The mother is the primary caregiver in the early stages, responsible for meeting the child's physical needs. However, research indicates that fulfilling physical needs alone is insufficient for healthy child development. Clinical evidence highlights that how a child's needs are met is critical for their psychological development. If a child is cared for with respect and love, they are more likely to develop into well-adjusted and contributing members of society. Conversely, if a child's needs are met with contempt or neglect, they may develop anti-social tendencies or become alienated from society, potentially developing a desire for revenge against society.

PARENT-CHILD INTERACTIONS CAN BE BROADLY CATEGORISED INTO THREE TYPES:

(A) Positive Interaction:

Positive parent-child interaction fosters satisfactory and well-adjusted behaviour in children within the family. Key aspects of positive interaction include:

(i) Unconditional Acceptance:

Parental love for a child should be unconditional. It should not be contingent on the child's behaviour or performance. Parents should accept their child for who they are, understanding their individual characteristics and limitations. Only then should they set realistic hopes and expectations. Often, parents may expect more from a child than they are capable of achieving. If the child fails to meet these unrealistic expectations, both the child and parents may become frustrated and disappointed, potentially diminishing parental affection. Unconditional love can only be given by parents who are tolerant, kind, and understanding.

(ii) Sensitivity:

Parents should be sensitive to their child's needs and emotional states. They should be attuned to when a child needs sympathy, acceptance, or reassurance. Sensitive parents understand that children's issues need to be handled with care and tact, ensuring the child does not become fearful or anxious.

(iii) Constructive Attitude:

When the home environment is constructive and supportive, a child's inherent strengths are nurtured, and they learn physical and social skills without undue pressure. Constructive parents focus on their child's strengths and set expectations accordingly. Children should also be taught to understand and accept necessary limitations and boundaries. These boundaries not only protect the child from harm but also contribute to their intellectual and social development.

(iv) Intelligent Methods of Control:

Two primary methods of controlling a child's behaviour are praise and punishment. Praising a child's positive actions and efforts encourages them and increases their enthusiasm. However, excessive strictness and punishment can be counterproductive. When discipline is necessary, it should be administered with warmth and affection, ensuring the child understands it is for their growth and well-being, not out of anger or rejection.

(B) Negative Interaction:

Negative parent-child interactions can lead to maladjustment and behavioural problems in children. Common forms of negative interaction include:

(i) Rejection:

Rejecting a child, whether overtly or subtly, is psychologically damaging. Children who feel rejected by their parents may develop feelings of worthlessness, insecurity, and resentment. Rejection can manifest in various forms, such as neglect, criticism, or emotional unavailability.

(ii) Overprotection:

While rejecting a child is harmful, excessive overprotection is also detrimental. For instance, if parents have lost a child due to illness or accident, they might become overly protective of their remaining children. They may constantly worry about the child's safety and well-being, preventing the child from engaging in age-appropriate activities or developing independence. Overprotection can hinder a child's ability to develop self-reliance and decision-making skills, potentially leading to anxiety and dependence. Paradoxically, to cope with feelings of helplessness and frustration, an overprotected child may become aggressive or rebellious.

(iii) Overindulgence:

Overindulgence is closely related to overprotection. A pampered child is more likely to exhibit misbehaviour. They may develop a sense of entitlement and believe they are the centre of the family universe. Spoiled children may become demanding and intolerant, lacking patience and consideration for others.

(iv) Authoritarianism:

Authoritarian parents impose strict discipline and control over their children. Any deviation from parental rules or expectations is met with severe punishment. Parents set rigid standards of behaviour that children may find impossible to meet consistently. Children raised by authoritarian parents often become overly dependent on their parents for direction and decision-making, as they are not encouraged to think for themselves. This can sometimes lead to aggression or resentment as a reaction to excessive control.

(v) Ambivalence:

Psychological ambivalence refers to the presence of mixed emotions – both positive and negative – towards someone or something. Ambivalent attitudes are common in close personal relationships. When parents exhibit ambivalent feelings towards their children, children may become anxious and insecure, unsure of their parents' true feelings and expectations. Parental ambivalence can stem from their own unresolved conflicts or inconsistencies in their parenting approach. While occasional parental anger is normal, parents need to learn to manage and control their anger and avoid expressing persistent ambivalence towards their children.

(vi) Monopolisation:

Some parents may behave in a way that makes their children feel that the parents are their entire world. This can hinder the child's proper socialisation. Parents should encourage children to understand that there are other important people and relationships in their social world beyond the family. Parents should facilitate children's socialisation with peers and other children of the same age. Children raised under excessive parental influence may become overly attached to their parents and struggle to form friendships or independent relationships

(C) Changes in the Relationship Between Parents and Children:

Norms, values, ideals, and roles governing parent-child relationships have undergone significant transformations in modern times due to the spread of education, industrialisation, urbanisation, and democratic egalitarian values.

The traditional authority of the father or elder family members is gradually weakening. Within joint families, individual nuclear family units are increasingly becoming independent and self-governing. The power dynamics between parents and children are shifting towards greater equality. Children, both sons and daughters, are more likely to challenge parental authority, especially regarding punishment or control over married children and daughters-in-law. The influence of fathers over their married children is diminishing, particularly when married children live separately and are financially independent. Consequently, parental control and authority are evolving in contemporary family structures.

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5. Family Problems

Family problems arise from various sources and can disrupt family harmony and functioning.

FAMILY DISSONANCE:

Family dissonance occurs when persistent disharmony and conflict within the family create tension, unrest, and distress among members. This dissonance hinders the family's ability to function effectively as a unit and prevents members from fulfilling their roles adequately. Family dissonance often leads to various family problems.

Lehner and Kube identify two common sources of family dissonance that, if unresolved, can be detrimental to family life:

(A) Sibling Rivalry:

Even well-adjusted children may experience anxiety and stress when a new sibling arrives. Older children may feel psychologically threatened, fearing that the new baby will steal their parents' affection and security, leading to feelings of ostracism. If parents focus excessive attention on the new baby, older children may become jealous, resentful, and act out towards the new sibling, creating mischief and disruption within the home. This is particularly common among overprotected or overindulged children.

Parents should proactively reassure older children that the arrival of a new sibling will not diminish their love and affection. Love will remain constant and inclusive. If older children are not adequately prepared for the arrival of a new baby, they may experience shock and either become jealous or withdraw emotionally.

(B) Working Mothers:

In contemporary society, women increasingly work outside the home to contribute to the family's financial well-being. The proportion of working mothers is steadily rising. Before marriage, women may work to support their parental families. After marriage, many women continue working to supplement the family income and contribute to household finances.

However, when a woman continues to work after marriage, conflicts can arise between her professional responsibilities and her domestic roles as a housewife and mother. This role conflict can have negative consequences. If a working mother struggles to balance work and childcare, it can lead to stress and strain. Conversely, if a woman desires to work and build a career but is unable to do so due to family constraints, she may experience frustration and resentment, potentially directing anger towards her children or feeling restless and unfulfilled.

The reasons why a mother works and the nature of her job are important factors. If a woman works out of necessity but lacks enthusiasm for her job, she may experience burnout and fatigue. When a working mother is physically and mentally exhausted, she may find it challenging to adjust effectively with her children and family upon returning home from work.

Crisis in Family Life:

Conflicts within a family can escalate into crises. Some crises arise from stressful situations, while others may emerge suddenly and require immediate attention. Efforts to resolve one crisis can sometimes trigger a chain of subsequent crises.

If family crises are not handled sensitively and effectively, they can lead to significant problems. Certain types of family crises can have particularly detrimental effects.

Lehner and Kube identify four common types of family life crises:

- (i) Accident
- (ii) Chronic Illness
- (iii) Unemployment
- (iv) Recruitment into the Army

(A) Accident:

When a family member is suddenly injured in an accident, other family members must immediately respond to provide care and support. Someone in the family needs to oversee the accident victim's daily care and ensure they receive proper and regular treatment. After an accident, someone also needs to manage practical matters such as insurance claims, provident fund, pension, gratuity, etc. This often requires individuals to temporarily put aside their other responsibilities. If the father takes on these responsibilities, it may temporarily impact his work or business. If the mother is primarily responsible, it can disrupt household routines and potentially lead to unmet needs of the children.

(B) Chronic Illness:

If an illness resulting from an accident or other causes becomes chronic and prolonged, family members must make significant adjustments to cope. The family bears the financial burden of medical expenses. Additionally, a family member must take on the responsibility of caring for the sick person until recovery, often requiring considerable time and energy. Regardless of how much a sick person is loved, the sacrifices required for their long-term care can create significant emotional and practical crises within the family.

(C) Unemployment:

Unemployment is a major source of family crisis. It severely impacts the family's economic situation, potentially forcing them to move to less desirable housing in less desirable neighbourhoods. Social isolation can also occur as unemployed individuals may experience reduced social interaction with friends. Children's education may suffer as families may be unable to afford good schools. Traditionally, the father is often the primary breadwinner, so unemployment can significantly diminish his status within the family and society, damaging his self-esteem. If unemployment persists for an extended period, the resulting psychological distress can have serious consequences for the unemployed individual and their family.

(D) Recruitment into the Army:

When a family member, typically a husband or son, is recruited into the army, it creates significant challenges for the family. If a wife chooses to live with her army husband, she may face frequent relocations, constantly moving from one place to another, disrupting established routines and support networks. She must repeatedly leave familiar environments and adapt to new surroundings. If the wife chooses not to relocate with her husband, she must remain in the familiar environment with the children in the husband's absence, creating an unnatural family

situation. Both scenarios present significant stress and require considerable adjustment. Families may struggle to adapt to these situations, potentially leading to severe emotional crises.

These four examples illustrate how various events can trigger crises in family life. The severity of a family crisis depends on the intensity of the situation, the family's capacity to cope, and how they perceive and interpret the crisis.

How Families Solve Crises:

Family crises primarily arise from two types of causes:

- 1. External Crises: Some crises originate from factors outside the family's direct control, such as job loss or natural disasters.
- 2. Internal Crises: Other crises stem from internal family dynamics, such as interpersonal conflicts or dominance by one family member over others.

When a crisis occurs, the family's ability to resolve it depends on the personalities of its members and the established family systems and coping mechanisms. Each family develops unique and characteristic ways of dealing with crises.

Some family crises, like temporary unemployment, may require only short-term adjustments. Others, like chronic illness or long-term unemployment, necessitate more profound and long-lasting adjustments.

Families typically go through three stages when facing a crisis:

- (1) Disorganisation: The initial phase of crisis often involves disruption and disorganisation of family routines and structures.
- (2) Recovery: Gradually, the family begins to adapt and find ways to cope with the crisis, initiating a recovery process.
- (3) Readjustment: Finally, the family learns to readjust to the new circumstances and establish a new equilibrium, incorporating the changes brought about by the crisis.

For example, when a father is recruited into the army or a mother is hospitalised for a prolonged illness, the family structure is disrupted. However, if families have advance notice of such events, they can prepare and plan for the changes. Sudden emergencies, like accidents, occur without warning, making it more challenging for families to prepare and cope. Regardless of the nature of the crisis, families may initially experience panic and uncertainty. They often adopt a trial-and-error approach to learning how to navigate the crisis. Gradually, they develop familiarity with the situation and find solutions. Following the initial disorganisation, a period of improvement and recovery emerges. Ultimately, the family learns to readjust to the new reality and develop resilience to face future challenges.

The duration and intensity of these three stages vary across families. Some families may become demoralised and lose their emotional balance when faced with disunity, while others demonstrate remarkable resilience and effectively manage even severe crises.

Divorce:

Divorce, also known as separation, legally terminates the marital relationship. Divorce rates have been rising in modern times due to various social and individual factors and are expected to continue increasing in the future. As societies transition from developing to developed economies, and as female education and workforce participation increase, divorce rates tend to rise, reflecting evolving social norms and individual autonomy. Divorce remains a significant challenge to the institution of marriage in contemporary thought.

Meaning of Divorce:

Marriage establishes the social and legal status of a man and woman as husband and wife. Divorce legally and socially ends this status, terminating the marital relationship. Divorce permanently dissolves the social and legal rights and obligations acquired through marriage. Just as marriage is recognised and sanctioned by societal customs and laws, divorce also ends the marital relationship through legal and social processes. Divorce signifies the end of a failed or unhappy marriage. However, it can also pave the way for both individuals to pursue happier and more fulfilling lives, potentially including remarriage.

Over the past century, divorce rates have increased significantly, particularly in societies where marital happiness is prioritised. In some Western countries, a substantial proportion of marriages end in divorce. While divorce rates may be comparatively lower in some cultures, this does not necessarily indicate universally happy marriages. Marital discord may be prevalent in many marriages, but divorce may be avoided due to economic, social, or religious reasons. Concerns about children or complex legal processes can also deter divorce even in unhappy marriages. Legal provisions for divorce vary across cultures and religions, with some systems making divorce more accessible than others. Increasing individual freedom and autonomy have contributed to rising divorce rates in many societies. Divorce practices also vary across communities and social groups, with some communities having more permissive or restrictive norms regarding divorce. Financial considerations, such as alimony or maintenance payments, can also influence divorce decisions.

(A) Causes of Divorce:

The specific reasons for divorce are diverse and vary from couple to couple. However, common underlying factors and predisposing conditions have been identified. These factors create discord and disharmony in married life, increasing the likelihood of divorce.

Based on research, Merrill and Barnard identified several predisposing factors associated with higher divorce rates:

- 1. Lower Educational Attainment: Couples with lower levels of education are statistically more likely to divorce.
- 2. Poverty: Divorce rates tend to be higher in lower socio-economic groups compared to working-class or middle-class groups.
- 3. Parental Divorce: Individuals whose parents divorced have a higher likelihood of divorce themselves.
- 4. Atheism/Non-Religiousness: Atheists or non-religious individuals may have higher divorce rates compared to religiously affiliated individuals.
- 5. Early Teenage Marriage: Marriages contracted at a very young age, particularly in teenage years, have a higher risk of divorce.
- 6. Short Courtship/Hasty Marriage: Marriages preceded by short courtships or entered into hastily are more prone to divorce.

The causes of divorce can be broadly categorised into:

(1) Social Changes
(2) Personal Reasons

(1) Social Changes:

Contemporary society is characterised by rapid family, social, material, and economic changes. Historically, patriarchal authority was dominant, and social factors like customs, norms, legal obligations, religion, and tradition played a strong role in maintaining family stability. However, increasing urbanisation and industrialisation have led to a rapid rise in nuclear families, replacing traditional joint family structures. Women are increasingly entering the workforce and demanding equal rights, reflecting democratic and egalitarian values. In nuclear families, mutual understanding, shared responsibility, and collaborative decision-making are crucial. The importance of mutual love, personal growth, and shared enjoyment within the marital relationship

has significantly increased. Modern families often grant greater freedom to both spouses and younger generations. However, immaturity and lack of responsibility among family members can pose risks to family unity. The fast pace and complexity of modern life place considerable pressure on marital relationships. In joint families, couples could often rely on support and guidance from other family members during disagreements or conflicts. In nuclear families, couples must navigate disagreements and differences independently, which can lead to ego clashes and breakdowns in communication. Lack of emotional support and empathy between spouses, coupled with an emphasis on personal pleasure and happiness, can contribute to divorce. Legal systems and social norms in some regions may facilitate easier divorce, potentially hindering reconciliation efforts. Responsibilities for children's upbringing and education may also become points of contention. Rapid and profound social changes are reshaping family structures and dynamics, influencing divorce rates.

(2) Personal Reasons:

Marriage ideally creates a bond of warmth, affection, joy, and security between a man and a woman. Life experiences are shared, and partners provide emotional support to each other. However, when deep dissatisfaction, significant differences, or emotional distance develop, divorce may become a consideration. Divorce often occurs when a marriage is overwhelmed by neglect, disrespect, insults, bitterness, and constant complaints.

COMMON PERSONAL REASONS FOR DIVORCE INCLUDE:

(1) Dissonance of Nature/Personality Clashes:

When both partners are stubborn, inflexible, prone to anger, and critical of each other, marital life can become deeply strained. Impulsive immaturity and personality clashes are significant contributors to divorce. Lack of self-control and poor communication skills can exacerbate conflicts. As the saying goes, "The tongue is three inches long, but if not used properly, it can destroy a six-foot man." Unfaithfulness, stubbornness, and intimidating behaviour also negatively impact marital stability.

(2) Cultural Dissonance:

Marriage unites individuals from different family backgrounds and potentially different cultural backgrounds. If this union is harmonious, it enriches the relationship. However, significant differences in education, upbringing, cultural norms, social and moral values, lifestyle, beliefs, and religious practices can lead to cultural dissonance and frequent conflicts. These differences can make adjustment challenging and increase the likelihood of divorce.

(3) Economic Factors:

Traditionally, the husband has often been the primary breadwinner, while the wife managed household affairs and childcare. In modern times, this division is evolving, and women increasingly contribute to household income. Financial stability is an important factor in marital stability. Poverty, unemployment, business losses, or financial hardship can create stress, anxiety, and insecurity for couples. While romantic narratives may portray wealthy individuals marrying into poverty, in reality, such marriages are less common and may face challenges. Financial difficulties, alongside other factors, play a significant role in divorce.

(4) Relations with In-laws:

After marriage, interference from in-laws in the couple's affairs can lead to dissatisfaction, resentment, and conflicts between husband and wife. Emotional unity and a harmonious relationship between spouses cannot thrive if one partner is constantly influenced or controlled by in-laws. Demands for dowry from in-laws in some cultures and communities in India are a serious source of marital conflict and abuse. Cases of women being harassed, abused, or even killed due to dowry demands are unfortunately prevalent. Furthermore, disputes between mother-in-law and daughter-in-law, or conflicts among sisters-in-law, can create significant marital problems. If the husband is inflexible or unwilling to stand up for his wife against in-law interference, divorce may become the wife's only option.

(5) Other Personal Reasons:

Studies of divorced couples reveal a range of specific complaints and reasons for divorce. Common complaints from wives include:

- Husband's low income
- Husband's extravagant spending habits
- Husband being overly sensitive or emotionally unavailable
- Conflicts with in-laws
- Husband restricting wife's freedom

Complaints from husbands often mirror these, highlighting issues like:

- Wife's extravagance
- Wife being overly sensitive
- Conflicts with in-laws
- Perceived lack of personal freedom
- Emotional distance

Hamilton and Kennett's research also identified similar complaints among divorced men and women, including temperament disharmony, sexual dissatisfaction, lack of personal freedom, financial difficulties, and emotional coldness.

Hamsworth A-Minis, analysing data from divorce lawyers, found that adultery accounted for a significant percentage of divorces, followed by financial reasons and temperamental differences. Husband's alcohol addiction was also a contributing factor in some cases. Couples without children tend to divorce at higher rates than couples with children. While some unhappy couples may remain married for the sake of their children, studies also indicate that a significant percentage of long-term married individuals, when asked if they would choose their current spouse again, would decline.

Coleman summarises common causes of divorce as:

- 1. Impulsivity and Immaturity
- 2. Lack of Shared Duties and Responsibilities
- 3. Differences in Age, Intelligence, and Values
- 4. Lack of Common Goals and Objectives
- 5. Sexual Dissatisfaction
- 6. Emotional Coldness
- 7. Dislike of Appearance or Habits
- 8. Uncomfortable Living Conditions
- 9. Excessive Interference from In-laws

Divorce can sometimes be avoided if marital dysfunction is detected early and couples seek professional help or counselling.

(B) Effects of Divorce:

The impact of divorce on divorcing spouses and their children is significant and multifaceted. The specific effects depend on the reasons for divorce, the duration of the marriage, individual coping mechanisms, and child custody arrangements.

The consequences of divorce can be broadly categorised into:

(1) Impact on Divorced Spouses
(2) Impact on Children

(1) Effect of Divorce on Separated Spouses:

Divorce often has a profoundly negative impact on both separated husband and wife. Both may experience feelings of failure, particularly regarding the significant life event of marriage. Feelings of loneliness, isolation, and insecurity are common. Depression, sadness, and a sense of loss are frequently experienced. Some individuals may turn to alcohol or substance abuse as coping mechanisms or develop psycho-physical or mental health issues. Regret, sadness, and rumination over past mistakes are common. Severe insecurity, low self-esteem, and depression can hinder remarriage prospects. Sexual life is often disrupted, and feelings of neglect, loneliness, and abandonment are prevalent. These effects can be more pronounced for women, who may face greater social stigma and economic vulnerability, especially if they lack financial independence. The emotional and psychological shock of divorce can be significant, leading to distress and health problems.

(2) Effect of Divorce on Children:

One of the most serious and devastating consequences of divorce is its impact on the developing personalities of children. Custody arrangements and with whom the child primarily resides are crucial factors. If a son lives primarily with his mother, he may lack a consistent "male" role model, potentially impacting his development of masculine identity. If he imitates his mother's personality and develops feminine traits, he may face ridicule from peers. Similarly, if a daughter grows up primarily with her father, she may lack female role models and develop "masculine" traits, potentially disrupting her personal and social adjustment.

Conflict, arguments, and divorce between parents create a highly stressful and damaging environment for children. The foundations of their emotional security and development are shaken, leading to significant mental distress. Often, one or both parents may impose harsh, inconsistent, or capricious discipline on the child, further exacerbating feelings of insecurity and depression. Children may experience ambivalence and loyalty conflicts, feeling torn between parents and unsure of whom to side with. The home environment may become a battleground, leaving the child feeling like a wounded soldier. Sometimes, one parent may use the child as a pawn in conflicts with the other parent, further traumatising the child.

However, some research suggests that children from divorced families, when raised in supportive environments like orphanages or charitable institutions, can achieve similar levels of development and well-being as children from intact families.

(5) Problems of Remarriage:

In modern times, a significant percentage of divorced individuals, both women and men, remarry within a few years after divorce.

COMMON REASONS FOR REMARRIAGE INCLUDE:

(1) Satisfaction of Sexuality:

Both men and women often seek to re-establish the stable and regular sexual life they experienced in marriage. Remarriage offers the prospect of fulfilling this need.

(2) Economic Reasons:

While financial hardship after divorce may be less pronounced for men, women, especially those with children, often need financial support for their and their children's well-being. Remarriage can provide economic security. However, some men may be hesitant to remarry women with children from previous marriages. Conversely, there are examples of remarriages where both partners bring children from previous marriages, creating blended families. Challenges can arise in managing blended family dynamics.

(3) Social Pressure:

Intense social pressure from relatives and loved ones can also prompt remarriage. Divorced individuals may face social isolation or pressure to remarry to regain social acceptance and support. Family members may encourage remarriage, sometimes with self-serving motives, such as wanting a divorced daughter or sister to leave their parental home after remarriage.

(4) Mutual Love and Warmth:

Both divorced individuals may seek to fill the emotional void created by divorce, desiring love, warmth, and companionship. Emotional support and intimacy are often sought within the framework of marriage. As men and women are often seen as complementary, remarriage can offer a sense of completeness and fulfilment.

(5) Overcoming Unhappiness and Loneliness:

Remarriage can offer a way to overcome the unhappiness and loneliness experienced after divorce, providing a renewed sense of purpose and companionship.

(6) Social Status:

Remarriage can restore social status and acceptance. Remarried individuals may receive a warmer welcome and greater social inclusion compared to being single after divorce.

The success of remarriage depends on various factors. Reflecting on mistakes from the first marriage and learning from those experiences is crucial. Individuals need to be aware of potential ego clashes and be willing to compromise and adjust in the new relationship. If both partners feel happier and more fulfilled in the remarriage than in their previous marriage, the remarriage is more likely to be successful. Both partners need to actively work towards making the remarriage work. Repeating the same mistakes from the first marriage can lead to similar outcomes. Some individuals may develop a pattern of divorce and remarriage, potentially reflecting underlying personal or relationship issues. Fear and insecurity can persist even after remarriage. The example of Hollywood figures like Elizabeth Taylor and Richard Burton, who married and divorced each other multiple times, illustrates the complexities and cyclical nature of some relationships.

Careful consideration in choosing a marriage partner, addressing potential issues proactively, focusing on strengths rather than faults, and adopting a problem-solving approach rather than ego-centric behaviour can help prevent divorce and foster marital stability. Patience and tolerance are essential qualities for sustaining a marriage.

Marriage profoundly impacts both the public and private lives of husband and wife. As Suresh Dalal aptly asks, "If there is no marriage, then why marriage?" Marriage progresses through distinct stages: premarital love and romance, successful adjustment in marriage, and the evolving marital relationship after the arrival of children. Each stage presents unique challenges and opportunities. Marital failure leading to divorce can be deeply distressing. Ego clashes and unresolved conflicts are often at the root of divorce.

6. Suggestions for Family Adjustment

Families naturally strive to resolve issues as they arise, often seeking solutions independently. They may seek help from friends and relatives or consult professionals like psychiatrists when needed.

Lehner and Kube suggest the following approaches to overcome family tension and conflict and promote better family adjustment:

(1) Adopt a Realistic Approach to Problem Solving: Family problems should be addressed with a realistic and objective perspective. Problems should be examined from all angles. The primary goal should be to find effective solutions and work collaboratively towards resolving the issues.

(2) Open and Honest Communication: Family members should cultivate open and honest communication. They should be able to express their feelings, needs, and concerns respectfully and constructively. Active listening and empathy are crucial for effective communication.

(3) Mutual Respect and Understanding: Family members should treat each other with respect and strive to understand each other's perspectives. Acknowledging individual differences and valuing each member's contributions are essential.

(4) Flexibility and Adaptability: Families need to be flexible and adaptable to changing circumstances and evolving needs. Rigidity and resistance to change can exacerbate conflicts. Being willing to compromise and adjust roles and expectations is important.

(5) Shared Values and Goals: Families benefit from having shared values and goals. These shared values provide a foundation for unity and cooperation. Working together towards common goals strengthens family bonds.

(6) Seeking Professional Help When Needed: There is no shame in seeking professional help from therapists or counsellors when family problems become overwhelming or difficult to resolve internally. Professional guidance can provide valuable tools and strategies for improving family dynamics and adjustment.

(7) Focus on Strengths and Positives: While addressing problems is important, families should also focus on their strengths and positive aspects. Appreciating each other and celebrating successes can build resilience and foster a positive family environment.

(8) Spending Quality Time Together: Making time for shared activities and quality interactions strengthens family bonds. Regular family time, even in small increments, can improve communication and create positive memories.

By implementing these suggestions, families can enhance their ability to adjust to challenges, resolve conflicts constructively, and foster a more harmonious and supportive environment for all members.

Unit 04: Psycho-Sexual Adjustment & Old-Age Adjustment

1: Psycho-Sexual Adjustment

Introduction

Sexual development becomes significant during puberty, encompassing both physical and psycho-physiological dimensions. During this stage, both male and female gonads begin to secrete hormones, leading to the maturation of sexual organs. Adolescence is marked by rapid physical development, the attainment of sexual maturity, and the experience of heterosexual attraction.

Modern times have witnessed evolving norms regarding sexual behaviour, influenced by factors such as sexual education, family planning initiatives, the concept of gender equality, the women's liberation movement, and the increasing number of working women. These influences have contributed to a more relaxed societal attitude towards sexuality compared to the past.

While everyone desires a happy married life, achieving it requires conscious effort and adjustment from both partners. Contrary to the common belief that financial stability is the key to a successful marriage, "adjustment" is the most crucial ingredient. In Indian culture, marriage is often viewed as a union of families, not just individuals. Therefore, a husband and wife need to adjust at various levels within the family system. Planning both sexually and psychologically is essential for a harmonious married life. Premarital heterosexual relationships are also increasingly observed in contemporary society.

Obstacles to sexual adjustment can include a woman's lack of interest in sexuality, male impotence, misconceptions about the proportionality of sexual organs, differences in libido between partners, ignorance about sexual matters, uncontrolled impulses, and inadequate sexual understanding. Furthermore, a happy married life necessitates "financial adjustment," "adjustment with in-laws" (especially for women moving into their husband's family), and "adjustment as parents" after the birth of a child.

"Adjustment" in marital life requires a realistic approach to problem-solving. Mutual trust, cooperation, and understanding of each other's needs are vital. If sexual happiness is unattainable, married life can feel incomplete. Addressing sexual problems is crucial, and seeking medical advice for sexual health issues is necessary to maintain healthy sexual relations.

In the Indian context, sexuality has historically been considered a taboo subject, often associated with sin, irreligion, and shame. In contrast, sex education is more openly available in many Western countries. However, awareness is gradually increasing in India, with initiatives like "good touch - bad touch" education and parents becoming more proactive in educating their children about sexuality. Sexuality is an integral part of real life. Lack of scientific information about sexuality can lead young people to seek information from unreliable sources like books and pornography, potentially resulting in sexual diseases or disorders with harmful physical and mental consequences that can be difficult to overcome.

Adolescence is characterised by physical development and natural changes that become a focal point of attraction. Our developing attitudes towards sexuality and love, shaped by psychological and physiological factors, determine our level of psychosexual adjustment. Sexuality and love are closely intertwined; attitudes towards sexuality evolve in love relationships, and attitudes towards love are influenced by sexual relationships. Acquiring scientific knowledge about sexuality is an important and no longer shameful necessity in today's world.

(1) Attitudes for Sexuality

Humans are inherently sexual beings, developing a strong sense of being male or female. This sense of masculinity or femininity, expressed through behaviour, is termed human sexuality. It encompasses biological, psychological, and sociological aspects, including reproductive and sexual functions. Sexuality is an integral part of life from birth to death. Across cultures and throughout history, physical and emotional feelings have been fundamental to sexual attraction.

In contemporary society, information about gender attitudes is readily available through magazines, newspapers, books, and the internet. However, a dichotomy exists where public conversations about sexuality are often avoided, yet the same information is publicly accessible. Many individuals, particularly in Indian society, feel shy or uncomfortable discussing sexuality, often believing that such knowledge is only appropriate for married individuals. This lack of information for young people, especially women, can lead to sexual dissatisfaction and misconceptions. Many marital problems are rooted in sexual issues, influenced by both psychological and physiological factors.

(A) Psychological Factors

Children are naturally curious, and their questions about sexuality often prompt parental responses. The term "psychosexual" itself highlights the significant role of psychological dispositions in sexual adjustment. Addressing children's questions and concerns about sexuality systematically and age-appropriately can contribute to happier married lives in their future.

Some parents avoid discussing these topics, but this can lead children to seek information from potentially unreliable or harmful sources later, with dangerous consequences. Parents should provide emotional and informative answers to satisfy children's curiosity in a healthy way.

Parents serve as ideal role models for children. Children learn about sexuality by observing parental behaviour. For instance, mothers can educate daughters through their actions, and fathers can educate sons similarly. Children also learn about gender roles and sexuality through toys and other gender-associated cues. As they enter adolescence, they further understand gender roles through interactions with individuals of the opposite sex.

Sexual behaviour is governed by societal norms, customs, and policies, dictating appropriate contexts and partners. Psychological factors in sexuality education are crucial, particularly an individual's own attitudes and beliefs about sexuality. Understanding these factors is essential for healthy psychosexual development.

(B) Physiological Factors

From a developmental perspective, as individuals transition into youth and adolescence, various bodily changes occur. In boys, these include voice deepening, facial hair growth, changes in gait, and increased body awareness. In girls, puberty brings menstruation, breast development, changes in body shape (e.g., hip widening), and heightened awareness of appearance and dressing.

Lehner and Kube outline three stages in the development of sexuality:

1. Infant Stage: Children derive sexual satisfaction from their own bodies.

2. Latency Stage (Hibernation): Sexuality is repressed or becomes less overtly expressed.
3. Adulthood: Physical maturity is reached, but psychological and social maturity are still developing. This is a transitional period where individuals internalise societal norms and values, take on responsibilities, and learn to differentiate between private and public behaviour.

Concepts of sexuality evolve with societal and cultural changes. In Indian society, premarital sex is influenced by upbringing, cultural norms, and personal values.

Sexual organs typically reach full maturity around ages 12-13 in boys and 15-17 in girls, with girls generally maturing earlier.

Signs of Maturity in Boys:

- Production of sperm in the testes
- Voice deepening
- Growth of beard and moustache
- Hair growth around the penis
- Broadening of shoulders
- Increased sexual arousal
- Desire for sexual intercourse

Signs of Puberty in Girls:

- Onset of menstruation
- Changes in female sexual organs
- Changes in body composition
- Increased focus on appearance
- Development of maternal instincts
- Increased attraction to the opposite sex
- Hair growth in armpits and pubic area

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(2) Factors of Mate Selection

Marriage is not only a social custom but also a significant rite of passage. Across diverse communities and societies globally, marriage at adulthood is widely accepted. Choosing a life partner is a crucial and often challenging task.

Marriage is a vital relationship in human life, a sensitive and serious matter. Charles Darwin, in his 1871 book 'The Descent of Man and Selection in Relation to Sex,' first explored ideas about sexual selection and mate selection. People tend to choose partners with similar qualities. Mate selection is influenced by factors beyond romantic love, physical appearance, or financial status, including mutual trust, cooperation, family values, and social standing. While romantic love is a powerful initial attraction, it should not overshadow rational considerations in partner selection. Sorenson and Mam suggest that "romantic love closes the door to rationality," potentially leading to unrealistic choices. Baber Ray E describes romantic love as "delicious madness."

According to Sorenson and Mam, choosing a partner is complicated by:

1. Lack of knowledge about each other's family background.
2. Poor decision-making skills during partner selection.
3. Unrealistic expectations in a life partner.

Lehner and Kube categorise factors influencing partner choice into three types:

(A) Impersonal or Objective Factors

These encompass societal elements such as the ratio of men to women, socio-economic status, caste systems, cultural norms, religion, and policies.

A significant gender imbalance can make partner selection difficult. Individuals often choose partners from within their own socio-economic stratum, caste, or social group. Broader social networks increase the pool of potential partners. Opportunities for meeting potential partners can arise in various settings, from school and college to professional and business contexts. However, choosing a life partner remains a significant and potentially risky decision.

(B) Interpersonal Relations

Interpersonal relationships refer to an individual's relationships with multiple people, such as a child's relationship with parents. In this context, it's observed that daughters may seek husbands resembling their fathers, and sons may seek wives resembling their mothers.

Some individuals prioritise physical attractiveness, personality, and social qualities in a partner, but may need to compromise on certain characteristics or accept imperfections later in the relationship.

Parental marital adjustment can influence their children's marital adjustment. Children from well-adjusted families are more likely to have well-adjusted marriages themselves.

For a happy married life, mutual understanding of each other's personalities, values, and goals is essential. Self-confidence and trust in one's own judgment are crucial when choosing a partner.

(C) Needs and Characteristics of the Individual

Every person possesses a unique combination of strengths and weaknesses. No one is perfect. In marriage, individuals desire acceptance for who they are, love despite flaws, appreciation, respect, and a sense of fulfilment from their partner. They want to feel that their partner would choose them again.

Choosing a partner involves seeking someone who accepts, understands, knows, and trusts them. Satisfaction in sexual adjustment goes beyond mere fulfilment of needs or superficial expressions of love. Personal characteristics, including emotional maturity, significantly impact partner choice.

Sorins and Maam suggest the following considerations when choosing a life partner:

- Interaction with individuals of the opposite sex.
- Consideration of parental advice.
- Taking time to thoughtfully consider each other.
- Avoiding unrealistic expectations of perfection.
- Allowing sufficient time between engagement and marriage.
- Comparing values and beliefs.
- Developing trust and honesty within the relationship.
- Looking beyond superficial qualities to appreciate inner beauty.
- Avoiding decisions made under pressure.
- Considering shared religious or spiritual inclinations.
- Valuing patience and understanding.

Choosing a life partner is a complex and important decision. Core moral values, commitment, and cooperation are crucial. Trust, positive collaboration, and shared goals contribute to a happier and more balanced life. A good life partner can significantly enhance one's overall well-being.

(3) Psycho-Sexual Relationships in Marriage

Some relationships are based on blood ties, while others develop naturally. In some relationships, one's role is to nurture and maintain the bond rather than create it. Other relationships are formed through various social arrangements. In contemporary society, psychosexual relationships are a critical aspect of marriage. Fundamental conflicts between husband and wife can lead to sexual discord and marital failure. Sexual maladjustment can trigger numerous conflicts, threatening both sexual harmony and overall marital stability. Sexual dynamics differ before and after marriage, with premarital sex carrying specific risks.

The Dangers of Premarital Sex

Premarital sex refers to sexual relations between individuals before marriage, also known as "non-marital sex" or "young-adult sex." Many religions consider premarital sex a sin and a moral taboo in many cultures. However, since the sexual revolution of the 1960s, it has gained acceptance in certain liberal movements, particularly in Western countries. A 2014 global morality study indicated that premarital sex is considered particularly unacceptable in Muslim-majority countries like Malaysia, Jordan, and Pakistan, while Western European countries are the most accepting.

Historically, premarital sexual relationships were highly frowned upon. However, societal attitudes have evolved, and premarital sex has become more common, especially in urban areas. Some couples even choose to live together in "live-in relationships" to understand each other better before marriage. However, premarital sexual activity carries potential risks:

Risk of Pregnancy: Unplanned pregnancy before marriage can create significant challenges.
Difficulty Moving On: If the relationship doesn't progress satisfactorily, moving on can be emotionally difficult.
Fear of Betrayal/Blackmail: Premarital sexual intimacy can create vulnerability to exploitation or blackmail.
Social Stigma: In some communities, individuals engaging in premarital sex may face social rejection.
Risk of STIs (Sexually Transmitted Infections) including HIV/AIDS: Unprotected sex increases the risk of contracting STIs.
Infections and Pain: Conditions like dyspareunia (painful intercourse) and persistent pelvic pain can arise.
Mental and Sexual Disorders: Premarital sexual experiences can sometimes contribute to the development of mental or sexual health issues.

Extramarital Sexual Relations

Extramarital relationships involve sexual intimacy between a married person and someone other than their spouse. These are also referred to as affairs. There are different types of extramarital affairs:

- **1. Emotional Affair:** Begins as a close friendship that evolves into something more intimate than platonic friendship, such as developing a strong bond with a coworker.
- **2. Love Affair with Attachment:** Characterised by intense emotional attachment to someone outside the marriage, feeling "in love" and losing control over the relationship.
- **3. The Accidental One-Night Stand:** While no affair is truly accidental, this type is often rationalised as a momentary lapse in judgment, attributed to being "carried away," "weak moments," or intoxication. Individuals in this type of affair are usually married, seeking a temporary change or excitement without emotional commitment.
- **4. The Love Addict Affair:** Arises from a perceived lack of love in the marriage, leading to the belief that one is married to the "wrong person." This type of affair becomes compulsive, involving both physical and emotional connection.

- **5. Serial Sexual Encounters:** Individuals who repeatedly jump from one sexual relationship to another, driven by sexual addiction rather than emotional attachment. They may easily betray their spouse.
- **6. The Revenge Affair:** Often associated with insecurity in relationships. One partner engages in an affair to "prove a point" or retaliate against their spouse. This is considered a particularly destructive type of affair.
- **7. Cyber Affair:** Common in the digital age, involving emotional and sexual intimacy online without physical contact, often through stimulating thoughts and virtual interactions.
- **8. The Exit Strategy Affair:** Intentionally initiated to create a reason to leave a marriage. The person may provoke discovery of the affair as a way to end the relationship.

The term "extramarital affair" can also apply to a single person who has a sexual relationship with a married individual.

(4) Why Some People Do Not Marry?

Individuals who avoid marriage are sometimes described as having "gamophobia" or "marriage phobia." Marriage has both advantages and disadvantages. Some people choose not to marry due to concerns about the high costs of divorce, potential asset loss, and long-term financial obligations, including alimony and division of retirement savings. Reasons for choosing not to marry can include:

- **Past Negative Relationship Experiences:** Previous unsuccessful relationships can create fear of commitment.
- **Fear and Personal Insecurity:** Fear of vulnerability, intimacy, or failure in marriage.
- **Parental Conflict and Divorce:** Witnessing parental marital discord or divorce can negatively influence attitudes towards marriage.
- **Fear of Lack of Love:** Uncertainty about finding or maintaining love in a marriage.
- **Fear of Change After Marriage:** Apprehension about lifestyle changes and adjustments required in married life.
- **Fear of Inability to Maintain a Marriage:** Lack of confidence in one's ability to sustain a successful marriage.
- **Tendency to Avoid Responsibility:** Discomfort with the responsibilities and commitments of marriage.
- **Concern About Loss of Personal Freedom:** Fear of losing independence and autonomy after marriage.
- **Pressure to Be the "Ideal Couple":** Anxiety about societal expectations and pressures to conform to an idealised image of marriage.
- **Pressure to Be a "Better Partner":** Worry about meeting the demands and expectations of a spouse.
- **Negative Perceptions of Marriage:** Observing restrictive or unhappy marriages in others.
- **Not Finding a "Favourite" Partner:** Failure to find a partner who meets specific personal criteria or desires.
- **Lack of Opportunity to Choose a Suitable Partner:** Limited social circles or circumstances that restrict partner selection.
- **Celibacy due to Limited Options:** In some cases, individuals may choose celibacy due to a scarcity of potential partners within their community or region.
- **Unrealistic Expectations:** Seeking a partner who is an idealised "replica" of one's parents or holding overly lofty expectations.
- **Failure in Love:** Disappointment or heartbreak from past romantic relationships.
- **Cultural Values and Pressure:** Influence of cultural norms that may discourage or complicate marriage.
- **Socio-Economic Disparities:** Concerns about marrying someone from a different socio-economic background.
- **Parental Marital Conflict:** Growing up in a conflict-ridden family can lead to a negative view of marriage.

2: Old-Age Adjustment

"*The evening of life is old age.*" This phase is marked by physical changes and potential health issues, but also significant mental and adjustment challenges. Old age is generally considered to begin after 60 years. It is often categorised into stages:

1. Young Elderly: 60 to 69 years
2. Middle Aged Elderly: 70 to 79 years
3. Elderly: 80 to 89 years
4. Very Elderly (Hypersensitive): 90 years and above

In old age, individuals may experience physical and mental fatigue. Adjusting to changes in family and social roles can be difficult. Activities that were easily managed in youth may become challenging. Elderly individuals often face various family and social problems.

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(1) Problems of Old-Age

Western culture, materialism, and the prevalence of nuclear families have contributed to a decline in traditional family values. Children may neglect their duties and moral obligations towards elderly parents. Consequently, many elderly individuals experience neglect and helplessness. Even in joint families, the level of care for the elderly may be less than in the past. Societal fragmentation and urbanisation exacerbate these issues. Insensitive treatment from children can force elderly parents into old age homes ("*Ghardaghras*"). The generation gap widens, and the fast pace of modern life can erode the peace and happiness of the elderly, leading to various problems:

1. Health-related problems
2. Isolation
3. Neglect from family
4. Economic problems
5. Lack of respect and love

These are common challenges faced by older adults. Lehner and Kube identify four key adjustment problems in old age:

(A) Youth Prestige Problem

Each stage of life has its own appeal. However, aging is often viewed negatively. People generally desire to remain young, but the aging process is inevitable. Physical changes associated with aging, such as wrinkles, loose skin, and a less robust appearance, are realities that individuals must confront.

Acceptance of aging can be difficult for both men and women , who may try to deny or mask their age. Elderly individuals are often compared unfavourably to younger people, described with terms like "falling leaf," "autumn of life," "impotent," or "useless." Internalising these negative perceptions can damage self-esteem.

If society could celebrate old age as it celebrates other life stages, the elderly could live with dignity and avoid feelings of inadequacy. In cultures like America, where youth is highly valued, the challenges of old age adjustment are particularly pronounced.

(B) Retirement and Financial Problems

Retirement is often portrayed as a time of leisure and relaxation, a reward after years of work. However, retirement is often necessitated by declining physical strength or health and reduced work capacity. Retirement can also create financial difficulties. Income typically decreases after retirement, and professional and social networks may shrink. Maintaining the same lifestyle as before retirement becomes challenging. Simultaneously, responsibilities towards children and grandchildren may increase. Older adults are vulnerable to financial hardship, needing to manage household expenses on reduced income. Retirement can shrink the elderly person's world, bringing an end to the excitement and challenges of their working life.

Many elderly individuals experience financial problems because their children restrict their access to money, withhold funds for medical care or basic needs. Some children may exploit their elderly parents financially, leaving them in a vulnerable and impoverished state. For these individuals, retirement can be a frightening and precarious prospect. For others, retirement may be a welcome choice.

(C) Problems of Not Being Able to Lead a Peaceful Life

Most elderly people desire a peaceful and comfortable living environment. They may prefer a quiet space tailored to their needs. However, limited space may make separate living arrangements impossible, requiring elderly individuals to live with younger family members. This can sometimes lead to neglect or friction. Younger family members may perceive older adults as constantly nagging or interfering. Differences in preferences regarding food, clothing, or daily routines can also cause tension. Criticism from family members can be particularly hurtful to the elderly.

Elderly individuals may feel unappreciated, unheard, uncared for, insulted, or ignored. These feelings of dissatisfaction and insecurity can hinder their ability to adjust to old age.

(D) Social Isolation and Feeling of Worthlessness

Loneliness can be deeply detrimental. Social connections often diminish in old age. Retirement removes the structure and social interaction of the workplace. As children marry and establish their own lives, or move away, elderly individuals may find themselves with fewer people to spend time with, leading to loneliness. Grandchildren may primarily interact with their peers. Lack of communication or disrespectful treatment from family members can intensify feelings of worthlessness. Some older adults adapt well to these changes and maintain social connections, but many struggle. The death of a spouse in old age can be particularly devastating, leading to profound loneliness and despair.

(2) Adjustment Ways (Remedies) for Adjustment in Old-Age

According to Lehner and Kube, "If we can maintain a coherent self-image, if we continue to be happy, if we can modify our desires and ambitions and develop mature ways of achieving our goals, if we can understand our reality and adjust to it, if we can cheerfully abandon what is relinquished, and if we realise that the old is no less important than the young, then achieving a satisfactory adjustment in old age is not difficult at all."

Youth is, in a sense, preparation for old age. Problems in old age often stem from social conditions and attitudes. Adjusting to the physical, mental, and social changes of aging requires conscious effort. Important strategies for successful aging include:

- 1. Physical Activity: Regular exercise, yoga, and meditation can maintain physical vitality despite age-related decline in physical functions.
- 2. Mental Adjustment: Cultivating a positive mental outlook, engaging in lifelong learning, and participating in new activities promote mental well-being and acceptance of reality.
- 3. Social Connection: Maintaining and nurturing relationships with family and friends is crucial. Avoid social isolation and stay connected with others.
- 4. Diet and Nutrition: A balanced diet with adequate nutrition supports physical health. Increase intake of vitamins, minerals, protein, and fiber in old age.
- 5. Medical Care and Precautions: Regular medical check-ups and consultations with specialists for physical and mental health are essential.
- 6. Mental Rest: Schedule periods of rest to manage mental stress. Balance activity with adequate rest.
- 7. Goal Setting and Achievement: Setting new goals and engaging in meaningful activities provides purpose, entertainment, and satisfaction.
- 8. Financial Planning: Saving money during youth and middle age is crucial to avoid financial hardship in old age and maintain independence.
- 9. Independence: Strive for as much independence as possible and avoid over-reliance on others to maintain physical and mental well-being and reduce feelings of burden.
- 10. Reading: Develop a habit of reading books, magazines, and articles on topics of interest.
- 11. Religious and Spiritual Activities: Engage in religious practices, read religious texts, participate in devotional activities, and cultivate spirituality.
- 12. Hobbies and Interests: Re-engage with old hobbies or discover new interests to keep the mind active and engaged, such as reading, gardening, crafts, or spending time with grandchildren.
- 13. Technology Use: Utilise technology to connect with friends and family (e.g., video calls on social media), learn new things, and access entertainment like jokes, stories, and devotional music.
- 14. Spousal Support: If both husband and wife are alive, they can support each other by reminiscing, spending time together, and providing mutual assistance. For those who are widowed, the above suggestions become even more important.

Elderly individuals rely heavily on social relationships. They have equal rights to life and health. Instead of distancing themselves, family members should offer emotional support and connection, as loneliness is a significant challenge in old age. Engaging in conversations with elderly family members not only brings them joy but also reinforces their feeling of being loved and valued.

What Should Be Done for the Elderly?

Old Age Allowance: Provide financial assistance to elderly individuals to improve their economic well-being and ensure they can meet their basic needs without dependence.
Specialised Healthcare: Establish separate clinics and free healthcare centers specifically for the elderly.
Promote Intergenerational Understanding: Educate younger generations about family values, respect for elders, and social responsibility.
Expand Support Institutions: Strengthen existing organisations like "HelpAge India" and establish new institutions dedicated to elderly welfare.

Enforce Legal Protections: Ensure effective implementation of existing laws designed to protect the rights and well-being of senior citizens.
Mental Health Services: Provide mental health support by appointing consultants and outreach programs to address the mental health needs of the elderly.

(3) Psycho-Physiological Change Processes in Old-Age

The process of psycho-physiological changes in old age is a natural and significant aspect of aging, involving various physical, mental, and emotional transformations. These changes are part of the normal aging process, although their manifestation and intensity can vary from person to person. Individuals who proactively maintain their physical and mental health may experience these changes less severely. Physical changes in old age can directly impact mental health, potentially leading to various health issues.

(A) Physiological Changes During Old Age

1. Vision and hearing loss
2. Cataracts and other eye conditions
3. Reduced reading and writing ability
4. Loss of smell and taste
5. Impaired balance and coordination, leading to unsteady gait
6. Slower reaction time
7. Fatigue and reduced stamina
8. Decreased digestive function
9. Decline in biological functions and reduced tolerance to stress
10. Changes in bowel habits
11. Slower heart rate
12. Disorganised brain activity
13. Blood vessels become less stable
14. Increased risk of diabetes and high blood pressure
15. Nervous system disorders
16. Muscle aches and pains
17. Skin changes and decreased sensitivity
18. Hormonal imbalances and endocrine system disruption
19. Increased risk of thyroid problems
20. Respiratory system impairment
21. General physical deterioration
22. Reduced fertility
23. Weakened immune system
24. Slower physical reaction time
25. Slower cell regeneration and metabolism
26. Increased susceptibility to chronic illnesses

Conscious health management and proactive aging can contribute to a happier and healthier old age.

(B) Psychological Changes Observed During Old Age

1. Short-term memory loss and cognitive decline
2. Impaired thinking and response speed
3. Feelings of loneliness
4. Sleep disturbances
5. Inadequate appetite
6. Feelings of sadness and depression
7. Mood swings
8. Social awkwardness
9. Irritability and aggression due to adjustment difficulties
10. Restlessness and boredom due to reduced mobility
11. Decline in intellectual capacity
12. Increased irritability
13. Maladaptive behaviours due to perceived failures
14. Loss of mental resilience
15. Reduced creativity and constructive energy
16. Decreased reasoning, coordination, and problem-solving abilities
17. Difficulty concentrating
18. Increased anxiety and panic over minor issues
19. Increased stubbornness
20. Benign psychosis (in some cases)
21. Loss of motivation
22. Fatigue and lack of energy
23. Loss of sexual desire and function
24. Loss of interest and enthusiasm
25. Increased self-centredness
26. Personality changes related to self-perception
27. Worry about insecurity and vulnerability
28. Feelings of inadequacy and uselessness
29. Tendency to focus on others' faults
30. Tactless or insensitive behaviour
31. Mental inertia and apathy

Behavioural adjustments, including engaging in mental exercises, can help mitigate cognitive decline. To manage both physical and mental changes in old age, maintaining a positive attitude, staying physically active, and engaging in enjoyable activities are crucial. Successful aging requires effort and a proactive approach to health and well-being, leading to a fulfilling and satisfying old age characterised by happiness, contentment, a mature outlook, realistic understanding, and appreciation of this life stage, enabling effective adjustment.